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ABSTRACT

This Personal Development Resource Guide is intended to help teachers implement Ohio's Work and Family Life Program. Course content focuses on the practical problems faced by adolescents at the critical stage of their development. These practical problems are posed through case studies and shared experiences and examined using critical questions that lead to ethical decisions and reasoned action. The guide provides teachers an overview of the course content (practical problem, process competency or competency, competency builders, supporting concepts), teacher background information and references, learning activities, and assessment ideas (paper and pencil, classroom experience, application to real-life setting). All handouts are provided. The guide includes one teaching module for each process competency and each content competency in the Personal Development and Process Competency units of Ohio's Competency Analysis Profile. Four process modules cover these topics: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. Nine content modules cover the following: enhancing personal development, enhancing self-esteem, managing stress, achieving career goals, forming family relationship, form peer relationships, managing conflict, expressing sexuality responsibly, and parenting responsibly. (YLB)

ED 362 715

PERSONAL DEVELOPMENT RESOURCE GUIDE

Work and Family Life Program

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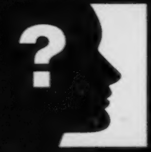

Personal Development Resource Guide

A Resource for Teaching the Personal Development Core Course Area of Ohio's Work and Family Life Program

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PREFACE

The mission of Ohio vocational home economics programs is to prepare youth and adults for the work of the family. The ultimate aim of home economics is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community, and world. Our society depends on strong families. Strong families nurture individuals, serve as their first teachers, instill values and standards of behavior, and provide human resources for the work force. Unfortunately, statistics with regard to divorce, teen pregnancy, poverty, and family violence suggest that this important institution is in danger. Ohio vocational home economics programs can provide much needed support for individuals by empowering them to take responsibility for the well-being of their families.

The Ohio Work and Family Life Program is based upon what students need to know, to be able to do, and to be like in order to be competent in the work of the family. The curriculum engages students in practical problem solving, including practical reasoning, to clarify personal and family issues, evaluate alternative choices and their consequences, develop criteria and standards for making ethical choices, and take action based on the best consequences for self, family, and others. The four process skills listed below, which are essential to competence in the work of the family, are taught in each Work and Family Life course:

Managing Work and Family Responsibilities
Solving Personal and Family Problems
Relating to Others
Assuming a Leadership Role as a Responsible Citizen

There are six core course areas of the Work and Family Life Program that reflect the practical, perennial problems faced by families. The six resource guides listed below provide assistance to teachers in implementing each core course area of the program.

Personal Development (1993 Release)
Resource Management (1993 Release)
Life Planning (1994 Release)
Nutrition and Wellness (1994 Release)
Family Relations (1995 Release)
Parenting (1995 Release)

The *Personal Development Resource Guide* reflects the expertise of many individuals, including teachers, curriculum specialists, and Ohio Department of Education staff. In June 1992, a team of teachers and content specialists met to begin developing the modules appearing in this guide. Their commitment to this curriculum project is to be commended. The team members were

Kim Carlson, Tallmadge High School
Arden Jones, Warrensville Heights High School
Sharon McManus, Bowling Green High School

Joycelyn Wilhelm, Princeton High School
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Ellen Erlanger, Upper Arlington City Schools
Genevieve Schroeder, Ohio Home Economics Association
Jennifer Williams, Ohio Vocational Home Economics Supervisors Association

Special recognition is extended to the professionals listed below, who gave willingly of their time, knowledge, and skills in developing the resource guide.

Dr. Janet Laster, Associate Professor, The Ohio State University, Department of Home Economics Education, wrote the teacher background information for several modules and critically reviewed modules.

Dr. Barbara M. Newman, Professor of Family Relations and Human Development and Dr. Philip R. Newman, Adjunct Professor of Home Economics Education and Senior Researcher, both of The Ohio State University, wrote the teacher background information for several modules.

Cheryl Bodkins, Shu Shin Ko, Colleen Scherer, Jane Vickers, Chrisler Whaley, and Marla Wyatt, graduate students in home economics education at The Ohio State University, assisted in researching the teacher background information.

Bonnie Gamary, education consultant, provided technical assistance in formatting the resource guide.

Delores Sturgill, education consultant, Ohio Department of Education, Division of Vocational and Career Education, critically reviewed the module on achieving career goals.

In addition, many home economics teachers throughout Ohio reviewed and provided suggestions for the development of modules for this resource guide. Their time and energy, which contributed greatly to the curriculum project, are much appreciated.

INTRODUCTION

The Ohio Work and Family Life program, a secondary home economics program, is based upon what students need to know, be able to do, and be like in order to be competent in the demanding, challenging, and changing work of the family. The curriculum for the program includes the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. The course content is focused on six areas that reflect the practical, perennial problems faced as part of the work of the family. These six areas are

Personal Development
Resource Management
Life Planning
Nutrition and Wellness
Family Relations
Parenting

The six core course areas in the Work and Family Life Program challenge students to face practical problems. An integral part of the curriculum is reasoning through problems by identifying personal and family values, obtaining adequate information for problem solving, and critically evaluating alternative solutions and their consequences for self and others. Once a student has reasoned through and decided on a course of action, the emphasis is on developing the skills necessary to take that action, leading to the significant outcome of responsible behavior in interpersonal, family, school, community, and work settings.

The *Personal Development Resource Guide* is one of six guides developed to help teachers implement each of the six course areas of the Work and Family Life Program. The content of the Personal Development course focuses on the practical problems faced by adolescents at this critical stage of their development. The practical problems posed in the Personal Development course are identified in Table 1. These problems are posed through case studies and shared experiences, and examined using critical questions that will lead to ethical decisions and reasoned action.

Ohio's Competency Analysis Profile (OCAP) was developed to identify competencies required for each of the process skills and for each of the six course areas. These competencies were designed to enable learners to reason through practical problems and take action that is best for self and others. This competency list is available from The Ohio State University, Vocational Instructional Materials Laboratory, 1900 Kenny Road, Columbus, Ohio 43210-1016 (614/292-4277).

The *Personal Development Resource Guide* provides those teaching the Personal Development course an overview of the course content, teacher background information, learning activities, and assessment ideas. The goals of this course are to help students achieve the competencies in both the Personal Development Unit and the Process Unit of the OCAP.

TABLE 1

PRACTICAL PROBLEMS POSED IN THE PERSONAL DEVELOPMENT CORE COURSE AREA

What should I do regarding enhancing personal development?
- What factors influence personal development?
- Why is it important to enhance my personal development and the personal development of others?
- What strategies can I use to enhance my development and the development of others?

What should I do regarding enhancing self-esteem?
- Why should I be concerned about my self-esteem and the effect I have on the self-esteem of others?
- How can I create relationships with others that enhance self-esteem for all involved?
- What strategies can I use to assume responsibility for my own self-esteem?

What should I do regarding managing stress?
- Under what circumstances does stress become a problem for individuals? Families? Work groups? Society?
- What are the factors that contribute to stress?
- What strategies can I use to manage stress that have the best consequences for myself and others?

What should I do regarding achieving career goals?
- What is the value of work for individuals, families and society?
- What factors should I consider when making a career choice that is best for me and my family?
- What short-term and long-term career goals should I establish to develop the skills necessary for success in my chosen career?

What should I do regarding family relationships?
- Why are families important to individuals and to society?
- What values and goals do I need to establish to form healthy, caring family relationships?
- What strategies can I use to take a leadership role in forming healthy family relationships?

What should I do regarding peer relationships?
- What are the consequences of healthy and unhealthy peer relationships?
- What skills do I need to recognize and deal with negative peer pressure?
- What strategies can I use to develop healthy peer relationships?

What should I do regarding managing conflict?
- What are my goals and values with regard to managing conflict?
- How can I use conflict as a positive force in strengthening relationships?
- How can I manage conflict in ways that have positive consequences for myself and others?

What should I do regarding expressing sexuality responsibly?
- What standards should I use to evaluate sexuality messages in the media and society and their impact on my own behavior?
- What values and standards should I use to determine whether my behavior is responsible?
- What skills do I need to carry out my decisions regarding sexually responsible behavior?

What should I do regarding parenting responsibly?
- Why is responsible parenting important to children? Families? Society?
- What values, goals, and level of commitment are important to responsible parenting?
- What factors should I consider as I make my decision about if and when to become a parent?

The *Personal Development Resource Guide* includes one teaching module for each process competency and each content competency in the Personal Development and Process Competency units. Instructional time spent on each module will vary during an 18-week course according to the students' educational needs. Part of the 18-week period can be spent further developing the competencies identified, or addressing other topics as identified by the local program advisory committee.

For additional information regarding the philosophy and implementation of the Work and Family Life Program and the format, use, and implementation of each of the six resource guides, please refer to the *Work and Family Life Program Implementation Guide*, available from the Ohio Department of Education, Division of Vocational and Career Education, Vocational Home Economics Section, 65 S. Front Street, Room 909, Columbus, Ohio 43266-0308 (614/466-3046).

Managing Work and Family Responsibilities

Module Overview

Practical Problem: What should I do regarding managing work and family responsibilities?

Process Competency 0.0.1: Manage work and family responsibilities for the well-being of self and others

Competency Builders:

0.0.1.1 Explore the meaning of work and the meaning of family
0.0.1.2 Compare how work life is affected by families and how families are affected by work life
0.0.1.3 Identify management strategies for balancing work and family roles

Supporting Concepts:

1. The work of the family
2. Family values and goals regarding work
3. Balancing needs of self, relationships, and work
4. Interconnectedness of work and family life
5. Management strategies for balancing work and family life

Teacher Background Information

Rationale

Society depends on two constants for its survival: family systems and work (Felstehausen & Schultz, 1991). Though these two systems have always been interconnected in numerous ways, the nature of each system and the way in which they harmonize and conflict have changed greatly in the last few decades. Increasing numbers of single-parent and dual-income families, changes in work and family roles, differences between employer and family expectations, and changes in lifestyles have created new perspectives on the relationship between work and family life. The problem of competing work and family demands is an issue not only for family members but for the economy as well. Society cannot be optimally productive unless the needs of employers and employees are accommodated.

A resolution passed by the American Vocational Association in 1992 recognized the family as the first teacher and the first setting in which children learn about work: "The labor force is produced and affected by families and there is a relationship between family functioning and work productivity." The resolution urges that there be recognition of the value of a strong family unit and the contribution it makes to the work force and economy. It further states that the curriculum of all vocational education programs should include appreciation for the interrelationship of family and work.

With an understanding of work and family roles, students will be better prepared to make informed choices regarding their future career and family development. Before making career decisions, students should think about the impact of their career choice on their future family. Increased knowledge of the interconnectedness of work and family will enable students to increase their productivity, thereby strengthening the nation's economy and encouraging business, industry, and government policies to enhance the well-being of families. An appreciation of the important balance between work and family systems can enrich family life and contribute to success in the world of work, and most importantly, allow individuals to lead happier, richer lives.

Background

Though the word "work" is often associated with paid employment outside the home, it is used in contexts that imply a wide variety of meanings. These meanings can be classified into two groups:

1. "Work" may refer to a product, such as a good, service, thing, or idea that results from human effort and has economic, social, and/or personal value to individuals, families, or society.

2. Work may also be a process, or the human action or activity itself. This kind of work refers to deliberate action directed toward accomplishing a particular goal.

In either context, work can be a source of personal satisfaction, a place to go to interact with other people, a way to enhance personal development, or a means of earning money to buy things. In fact, the activities that happen in a family may be considered "work." The work of the family can include nurturing other family members, creating or obtaining resources for use by family members, or creating and maintaining a living space for the family.

Students are workers, whether they are employed or not. School and extracurricular activities involve many of the same responsibilities, time commitments, and conflicts with personal and family life as paid employment. Adolescents are also engaged in the work of the family, with increasing responsibility for family resources and the care of other family members as they make strides toward their own independence.

Each day, more American families join the ranks of the dual-worker or single-parent family. This trend, as evidenced by the statistics below, contributes to the complexity of balancing work and family responsibilities.

- According to a 1986 report by the U.S. Bureau of the Census, the typical married family is now composed of two wage earners, and the number of single-parent families continues to rise.
- Since 1960, the number of mothers with children under the age of five working outside the home has increased from 15 percent to over 60 percent.
- It has been projected that as many as half of all families in this country may at some time be headed by a single parent, 90% of whom will be women–almost all of them working out of necessity, if not by choice (Schreve, 1987).
- Between 80 and 85 percent of all the children in America will be growing up in the homes of working mothers.

Work does not exist in a vacuum, nor do individuals and families (Jorgensen & Henderson, 1990). Families do affect the workplace. According to a 1985 Boston University study, nearly one-half of the employees interviewed associated depression at work with the strain of holding a job and raising a family at the same time. Workers who experience basically stable home environments with minimal frustrations are generally more dependable, productive workers. Basic skills and abilities learned at home are carried over into the work world. The workplace, in turn, affects families. Direct results of employment, such as income, economic benefits, and job satisfaction, clearly affect family life.

Managing Work and Family Responsibilities

Balancing life to include an equitable distribution of time and energy for career, relationships, and self is often a difficult task. Women who work outside the home still assume the major responsibility for the home and family (Couch, 1989). Men are struggling to grow more comfortable with shared family life. Just as women should not be denied the opportunity for a self-fulfilling, challenging career, men should not be deprived of fatherhood and a life apart from their careers.

The most common stressors involved in balancing work and family responsibilities are overload and interference (Voyandoff & Kelly, 1984). Overload is experienced when the number of responsibilities for one or more roles is greater than the individual can handle adequately or comfortably. Interference exists when responsibilities conflict and individuals are required to do two things at the same time. Family-related demands such as large family size, conflicts within the family, low spousal support, managing household tasks, finding quality day care, and managing time, stress, and energy are all related to conflict situations in balancing work and family life (Felstehausen, Glosson, & Couch, 1986; Greenhaus & Beutell, 1985). Family changes such as divorce, death, new relationships, and increased expenses are also associated with work and family conflicts (Voyandoff & Kelly, 1984).

The way in which families balance work and family life varies from one family to the next. The balance depends on the family's values and goals. To help achieve a healthy balance between work and family life, families need to learn to develop strategies for time management, high-quality family communication, stress management, delegation and prioritization of family work, and support systems (Jorgensen & Henderson, 1990). Flexible occupations and work hours, careful timing of family role demands, mutual support, understanding, consideration, and cooperation are also strategies for helping to alleviate conflicts between work and family life (Gupta & Jenkins, 1985).

Developing a balance between work and family is an important life task. Essential are strategies for managing time, energy, and money. The degree of success in creating this balance contributes to the happiness and well-being of today's family and leads to increased productivity and job satisfaction in the workplace.

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Learning Activities

1. The work of the family

a. Hold a "Work Session." In small groups, take three minutes to list on a large sheet of paper examples of work tasks done at home. In another three-minute session, make a list of work tasks done at school. Finally, hold a three-minute session to list work tasks done as part of paid employment. Post the lists around the classroom. Present "Hard Worker" awards to those groups that have the longest list in each category. Using a dictionary, research the definition of the word *work* and write the definition on a chalkboard or poster. Explain whether or not the examples of work listed during the work session represent this definition. Make additions or corrections to the dictionary definition based on what you feel is the meaning of work.

Discussion Questions
- *Why is work important to you? To your family? To society?*
- *How do you feel about work?*
- *Does everyone feel the same about work? Why or why not?*
- *What is your "work?"*

b. Design a bulletin board or display entitled "The Work of the Family." Include pictures, photographs, illustrations, and words or phrases that explain the work of the family. Identify aspects of this work that are the same for all families. Explain how each family is unique in its approach to the work of the family.

Discussion Questions
- *What happens when the responsibilities in the work of the family go unfulfilled?*
- *How do you contribute to the work of your family?*
- *Why is the work of families important to individuals? To society?*

c. Write and illustrate a story entitled "A Work Day in the Life of . . .[yourself]" about the work that you do on a typical day. Describe specific work tasks that you do at home, at school, and in any paid employment or volunteer work. Conclude your story with your personal definition of what work means to you.

2. Family values ang goals regarding work

a. Read **Work and Family Values and Goals (p. 14)** and discuss the advantages and disadvantages of each of the perspectives described. Classify each of the case studies below according to the value of work for the family. Then consider your own family and identify its value perspective toward work and family.

(1) Todd's mother has a job as a computer programmer. She works from 9:00 to 5:00 p.m. on Monday through Friday and does not accept overtime assignments. As a single parent, she spends almost all time outside work with Todd and his younger brother. She volunteers for events at Todd's school and attends all sports events in which he participates. Any extra time is spent in family management responsibilities, such as keeping the apartment clean, paying bills, and planning and preparing meals. Todd's mother's job is important to her in the sense that it provides money and health-care benefits she needs to support her family.

(2) William's mother and stepfather were married two years ago and now have custody of William and his two stepbrothers. William's stepfather is a salesperson and was recently offered a promotion involving more out-of-town travel. The family made several adjustments because of this work-role change. As a nurse, William's mother was able to arrange her work schedule to a different shift. William was assigned more responsibility in caring for his younger stepbrothers, especially when William's stepfather is out of town. William's mother and stepfather feel very strongly, however, about weekends being family time. Neither accepts work responsibilities on Saturdays or Sundays. Family activities are planned carefully and time is spent sharing household responsibilities.

(3) James is proud of his father, who built an electronics company from the ground up. His father, who gained custody of James last year, tries to spend as much time with James as possible. But James knows that because his father works late many evenings, he cannot be around all the time. On Saturdays, James will sometimes go to the office with his father, who then goes through mail and finishes paperwork from the previous week. His father looks forward to when James is grown up and can work with him in the business.

Discussion Questions

- *Is any one of these value perspectives best? Why or why not?*
- *What would happen if members of a family held differing value perspectives regarding work and family?*
- *What would happen if members of a family held the same value perspective regarding work and family?*
- *How can families determine which value perspective is best for them?*

- *Would the value perspective of family members be likely to change under changing circumstances, such as the birth of a child, divorce, aging of children? Why or why not?*

b. **Action Project:** Read a book about a family, view several episodes of a television show about a family, or select your own family as an example. Write a paper identifying the value perspective of that family toward work. Provide specific examples of behavior that reflects that value perspective and tell how that value perspective influences that family's life.

3. Balancing needs of self, relationships, and work

a. View **The Balancing Act (p. 15)**. Write two goals you have for yourself in each of the areas identified on the transparency: work and/or school, relationships, and self. In small groups, share your goals and discuss how your life is balanced regarding these three areas.

Discussion Questions
- *Which of these areas--work, relationships, or family--takes the most time and energy in your life? Why?*
- *Which of these areas is most important to you? Why?*
- *What happens when one area of your life is more demanding than you would like it to be?*

b. Complete **A Delicate Balance (p. 16)**.

4. Interconnectedness of work and family life

a. Create cartoons or collect illustrations or photographs depicting how work affects your family. Examples might be a happy parent with a paycheck, the morning rush to get ready for school or work, or an exhausted family member after a rough day at school or work. Post the cartoons around the classroom and identify ways in which work and family affect each other.

b. Review the overhead transparency **The Effects of Work on the Family (p. 17)**.

c. In small groups, select one of the situations below and create a skit for that situation, illustrating how work affects the family and how families affect work. Present your skit to the class and identify the consequences of each situation for the family members, the work environment, and the community.

(1) Carl's mother recently got a promotion at work and he and his older sister are happy about the extra money their mother is making. Since the promotion, Carl has noticed that his mother is exhausted after work. The extra responsibility of her new job places more stress on her and she

seems more nervous and irritable. Carl and his sister are frustrated that heir mother is less patient, and they all seem to be arguing at each other more than ever.

(2) Maria manages a fast food restaurant and has recently been going through a divorce. Her two young children are not taking the divorce well, and have often been sick over the last few months. She is frequently away from work to take care of them or to meet with her attorney.

(3) Mark lives with an older brother who is married and has two small children. Mark's brother was recently fired from his job and wants to go back to school to be trained in a new field. Since no one else in the household has a job, the family has only Mark's brother's unemployment check with which to meet their living expenses. Mark's brother has asked Mark to get a job after school and on weekends to help out with the rent and the groceries. Mark is not doing all that well in school and wonders if he can handle the added responsibility.

(4) Brian's teacher has noticed that his grades are dropping dramatically this quarter. Brian is less attentive in class and rarely turns in assignments. His teacher asks to talk with Brian about his work in the class. Brian tells the teacher that his father was in an accident at work and has been hospitalized. Brian has been spending a lot of time at the hospital and is worried about his father's recovery.

(5) To earn extra money, Desi got a job filing documents at a local law firm. She was surprised to find that she really liked the work. Desi found out that one of the attorneys graduated from the same high school Desi attends, and Desi has spent time talking with her about what it is like to be a lawyer. Since this work experience, Desi has set a goal to become an attorney, and is more serious about her classes in school.

Discussion Questions

- *Which of the consequences in these situations were negative? Positive? Why?*
- *How could the situations with negative consequences be changed to reflect more positive consequences?*
- *What personal and family values are reflected in these situations? How did taking action on these values affect the family members involved?*
- *How can you provide leadership in your present and future family to help family members be a positive influence at work? To help work affect family members in positive ways?*

d. **FHA/HERO**: Invite a panel of people who balance work and family roles. Include people from a variety of families such as single parent, extended, or blended. Include both adults and older teens. Develop a list of questions to ask the panel members regarding their work roles, their family roles and work tasks they are responsible for at home, and ways in which their work affects family and in which their family affects work. Following the panel presentation and question-and-answer session, summarize the findings by asking each chapter member to share two things learned about how work affects families.

5. Management strategies for balancing work and family life

a. Interview at least three working parents, classmates, or family members from a variety of family situations. Compile the interviews and write conclusions about the responsibilities of managing work and family.

(1) Describe what you do in a typical day.
(2) Which of your responsibilities are work-related?
(3) Which of your responsibilities are personal or family-related?
(4) How many other people count on you each day? Who are they and what do they count on you for?
(5) What is the most difficult thing about managing work and family responsibilities? The easiest thing?
(6) What advice would you give to others who are trying to manage work and family responsibilities?

Discussion Questions

- *Why should we be concerned about managing work and family responsibilities?*
- *How does the balance of work-related responsibilities and family-related responsibilities change throughout life?*
- *What skills would a family member need to balance these responsibilities?*

b. In cooperative learning groups, select one of the topics below that represents a strategy for balancing work and family responsibilities. Using resources such as *Dimensions of Family Life* (Jorgensen & Henderson, Southwestern Publishing Co., 1990) or *Balancing Work and Family Curriculum* (The Ohio State University Extension Service), create a pamphlet describing the strategy. Present your pamphlet to the class. Describe the importance of the strategy to balancing work and family responsibilities.

(1) "Tips for Making the Best of Your Time"
(2) "Beat the Stress Monster"
(3) "Share the Load! Delegating Household Responsibilities for All to Share"
(4) "Managing the Morning Rush Hour at Your House"
(5) "Prioritize! Setting Priorities for Work and Family Life"
(6) "Throw Out the Life Line! Personal, Community, and Employment Support Systems for Balancing Work and Family Responsibilities"

c. **Action Project:** Develop a personal plan to balance your work (or school) and family responsibilities, using at least three of the techniques identified in the group presentations above. Follow your plan for three weeks and write a paper summarizing the plan's effectiveness.

Assessment

Paper and Pencil

1. Without the aid of references, write a paragraph that describes the meaning of work in relation to families. Include a definition of work and explain why work is important to individuals, families, and society.
2. Without the aid of references, describe at least three ways in which families are affected by work and at least three ways in which work is affected by families.
3. Without the aid of references, identify at least three management strategies for balancing work and family roles.

Classroom Experiences

1. Write a story about the work that you do on a typical day in your life. Describe specific work tasks that you do at home, at school, and in any paid employment or volunteer work. Conclude your story with your personal definition of "work."
2. In small groups, use resources to create a pamphlet describing a management strategy for balancing work and family responsibilities.

Application to Real-life Settings

1. Write a paper identifying your family's value perspective toward work. Provide specific examples of behavior that reflects that value perspective and tell how that value perspective influences your family's life.
2. Develop a personal plan to balance your work and/or school and family responsibilities, using at least three of the management strategies identified in the class. Follow your plan for three weeks and write a paper summarizing the plan's effectiveness.

WORK AND FAMILY VALUES AND GOALS

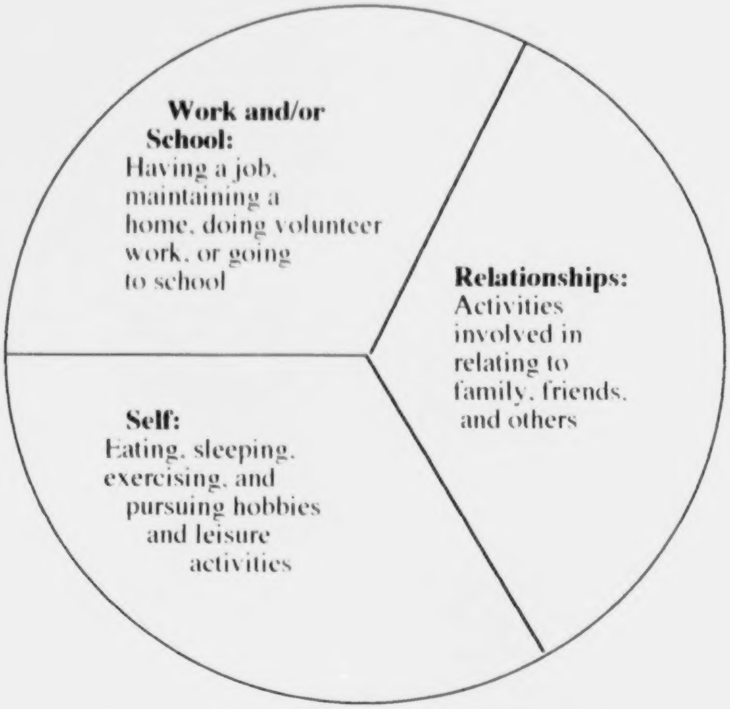
	Value of Work for the Family	Identifying Behaviors	Goals
Primarily Income-Oriented	• Work brings only financial means of existence: necessary evil.	• Family finds major pleasure in outlets other than work. • Family activities are totally apart from work world. • Family members are only vaguely aware of actual work of other family members.	• Short-range: Continue to maintain job in order to have income. • Long-range: Discontinue work as soon as financially possible in order to seek pleasure elsewhere.
Integrated	• Work is highly valued, yet other aspects of life are equally valued.	• Pleasures are received from both work world and other aspects of life. • Family activities are intermixed with the work activities. • Members have awareness of actual work activities of other family members.	• Short-range: Seek career work challenges tempered with meaningful personal and home life. • Long-range: Retire at typical stage; maintain interest in work world yet develop new interests and capabilities.
Primarily Career-Oriented	• Work provides major meaning and fulfillment for family members.	• Pleasure is gained from work world. • Many or most family activities revolve around the work world. • Family members are strongly aware of, and may be involved in some aspect of each other's work world.	• Short-range: Continually improve work position in order to gain new challenges and personal growth in the work world. • Long-range: Extend work life as long as possible; retire late or not at all; work interest continues into later years.

Source: S. Jorgensen & G. Henderson, *Dimensions of Family Life*, Cincinnati: South-Western Publishing Co., 1990.

THE BALANCING ACT

All people have many demands on their lives. As a teenager, your family expects certain behavior from you. Perhaps you have to care for younger brothers or sisters or keep your room clean. You also have expectations for your work at school. You may be responsible for homework or assignments in class. Your job has demands, too. Perhaps your employer needs you to work certain days that conflict with your other activities. Then there is you. You have a need to be yourself and to do things for yourself. You need to eat, sleep, and have time to relax and be with friends.

The challenge you face is to give the right amount of time and energy to each aspect of your life: self, work and/or school, and relationships. There will always be conflicts in the way you want to divide your life. As an adult, you will also need to balance relationships, work, and self. When life is in balance, your needs for each of these areas are being met.


Work and/or School: Having a job, maintaining a home, doing volunteer work, or going to school
Relationships: Activities involved in relating to family, friends, and others
Self: Eating, sleeping, exercising, and pursuing hobbies and leisure activities

Adapted from M. Bingham, & S. Stryker, *More Choices: A Strategic Planning Guide for Mixing Career and Family*. Santa Barbara, CA: Advocacy Press, 1987. Copyright Girls Incorporated of Greater Santa Barbara. Reprinted with permission of Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102. Not to be duplicated in any other form.

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A DELICATE BALANCE

Directions: After reading each case study draw lines in the corresponding circle to show the relationship between work, relationships, and self. Include all three aspects in each circle. In small groups, share your conclusions and list the possible consequences.

○

1. Bill attends high school and has a part-time job. He works weekends and at least three nights a week. He spends any nonwork time doing homework or studying. His friends complain that they never see him. His family complains that he is never at home and doesn't handle his share of the household responsibilities.

○

2. As a teenage parent, Becky is concerned about her child receiving the best care possible. She enrolled in a parenting program called GRADS and reads everything she can about nutrition and child care. When she is at school, her child is cared for in the high school center, operated by the child-care job training program. Her time outside the school day revolves around her child. Any time remaining in the day goes to studying. She has little time for herself.

○

3. David hates school and does just enough work to get passing grades so that he can graduate. He spends most of the school day talking with friends. After school, he listens to music and watches television, occasionally going out with friends. His mother would like to see him get some work experience so that he can start thinking about what he wants to do after high school, but David hates to do any kind of work. After all, this is the time in his life to have fun.

○

4. Write a case study describing the life of a parent or another adult. Complete a circle for them.

○

5. Write a case study about yourself on the lines below. Complete a circle depicting your life.

THE EFFECTS OF WORK ON THE FAMILY

WORK AFFECTS FAMILIES BY...

Providing an economic means of existence

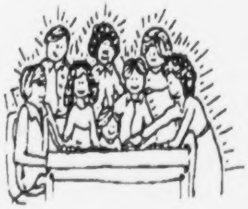
Influencing the structure (scheduling) of family life

Providing an avenue for personal satisfaction

Requiring mobility

Providing status

Serving as a source of frustration that may carry over into family life



FAMILIES AFFECT WORK BY . . .

Providing competent workers through development of capabilities and interpersonal competencies

Serving as a source of frustration that may carry over into work life

Restoring workers for their work roles by providing nutrition, relaxation, tension reduction, acceptance and love

Source: S. Jorgensen & G. Henderson, *Dimensions of Family Life*, Cincinnati: South- Western Publishing Co., 1990.

Solving Personal and Family Problems

PROCESS MODULE 2

Module Overview

Practical Problem: What should I do regarding solving personal and family problems?

Process Competency 0.0.2: Apply problem-solving process to personal and family problems for well-being of self and others

Competency Builders:
0.0.2.1 Clarify personal and family issues
0.0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
0.0.2.3 Create alternative choices for solving problems
0.0.2.4 Evaluate potential consequences of alternative choices
0.0.2.5 Use criteria and standards to make ethical decisions
0.0.2.6 Evaluate outcomes

Supporting Concepts:

1. Personal and family issues
2. Value information for solving problems
3. Factual information for solving problems
4. Alternatives and consequences
5. Criteria and standards for making choices
6. Evaluation of outcomes

Teacher Background Information

Rationale

The quality of work and family life depends on the ability to solve practical problems. These practical problems are complex, each with a varying context, requiring reasoning about what is best to believe and do in changing contextual conditions. Unfortunately, there is evidence (Perkins, 1985; Laster, 1987) to indicate that both youth and adults do not reason well to answer everyday what-to-do questions--especially problems involving actions that will affect the well-being of others. Perkins (1987) found that normal education at the high school, college, and graduate school levels had only a slight impact on everyday informal reasoning skills. In fact, with the exception of home economics, educational programs do little to develop the value reasoning skills needed to solve these human survival and family life problems.

All educators are responsible for helping students prepare for their future by developing the critical and creative thinking skills involved in solving problems. Deep, elaborative, and constructive thinking is required for learners to have meaningful learnings that can be remembered and used later. Since half of the information in any field is estimated to become outdated in six years, "students will be better equipped for the future if they are good thinkers rather than good memorizers of a fixed body of knowledge" (Willis, 1992 p. 1). Employers' competitive edge is increasingly dependent on their employees' basic thinking skills, and "workers are being challenged as never before" since they often lack the needed learning, creative thinking, and problem solving skills (Carnevale et al., 1990).

As problems become more complex and lead to farther reaching moral consequences, individuals need help in developing their moral reasoning abilities. Individual and family issues as well as many of the significant problems facing society today have complex moral dimensions. Issues such as family violence, meaningful education, quality environment, care of the young and elderly, declining moral and ethical behavior, increasing self-centeredness, and declining civic responsibility require practical, moral reasoning at family, community, and global levels. Such reasoning is necessary because the contexts of these problems are constantly changing: the global environment, people and their developmental stage, relationships between people, and value priorities.

Recent developments in cognitive psychology and home economics have led to the conclusion that thinking and learning skills can be modified. Practical intelligence, a set of learning and thinking skills needed for solving everyday problems, can be developed when adolescents are missing essential cognitive processes. Both Martin (1988) and Vulgamore (1991) were able to significantly increase their students' level of decision making by offering formal instructional activities. These findings suggest the need to formally help students develop practical problem solving skills, including decision-making and critical-thinking processes.

Background

Fulfilling work and family roles involves solving both scientific and practical problems and using a variety of thinking processes to solve those problems, as illustrated in Table 1. Solving both scientific and practical problems requires reasoning: reaching conclusions, inductively or deductively, from knowledge. However, scientific and practical problem solving processes differ in the types of knowledge needed to solve the problem.

Scientific problems, such as *what is*, *why*, and *how* questions, require scientific reasoning in which conclusions are reached from factual knowledge and inferences gained through observations. Practical problems, on the other hand, involve value questions that require rational and moral judgments, affecting people and their well-being. Thus both factual knowledge and value knowledge are used to solve practical problems.

Practical problem solving, as identified in Table 1, is the process used to decide what is best to do when faced with a practical problem. An important component of this process is practical reasoning. Practical reasoning is the part of the practical problem solving process required for coming to the best conclusion about what to do. Practical reasoning involves high-level thinking and deep, elaborative information processing, including both critical and creative thinking skills. Critical thinking skills such as assessing information accurately, judging the viability of alternatives, and making a decision, are important to this process. In addition, creative thinking skills such as imagining consequences, conceptualizing alternatives, and empathizing with others are important to practical reasoning.

Work and family life problems have consequences that may benefit or harm people, and therefore involve moral consequences. Complex problems often involve many values, and consequently value conflicts arise when trying to decide between alternative actions or choices. A major component of practical reasoning is value reasoning. Value reasoning means reaching conclusions, inductively or deductively, from values or value principles. Value reasoning involves clarifying the values held by those involved in a particular problem situation, but goes beyond values clarification to consider the consequences of values and evaluate and consciously select the values that should guide actions. Fundamentally, value reasoning distinguishes practical problem solving from scientific problem solving, traditional decision making, and planning processes (See Table 1).

Practical reasoning involves determining an action or actions that have the best reasons for choosing that particular action. The best reasons are (1) reliable, truthful, relevant, and adequate supporting facts and (2) morally defensible value claims. Morally defensible value claims are reasons that show concern that the consequences of the action benefit all who are or will be affected by the act (Coombs, 1971).

For example, possible actions and their potential consequences are evaluated using these values or value principles as criteria to decide what ought to be. Therefore, good practical reasoning is deciding among alternative courses of action by determining which course of action (1) is based on reliable, relevant, and adequate reasons, and (2) fulfills the moral value principle of best consequences--actions benefit, not harm, all who are (or will be) affected with both short-term and long-term effects--to the highest degree possible within the bounds of morality (Coombs, 1971).

The planning process used in the FHA/HERO program is a management tool to guide an individual or group in selecting and carrying out projects to fit their needs and concerns. It is not a reasoning tool. As compared to practical reasoning in Table 1, practical reasoning is the most appropriate reasoning process for (1) deciding which problem or concern should be selected for action; (2) deciding which goals to set; (3) deciding who, what, when, and where the activity should take place; and (4) evaluating the success of the activity using value standards or criteria selected as part of the goal. Practical reasoning will need to be used repeatedly in forming the plan. Encouraging students to collaboratively decide on the values they will use to decide among alternative actions or to create an action is the key to good practical reasoning.

When using the practical problem solving process, "good thinkers" demonstrate specific behaviors. "Good thinkers"

1. Are complex thinkers
    - Open to multiple possibilities and alternatives
    - Consider alternative viewpoints
    - Use and search for evidence to support and refute alternative viewpoints
    - Anticipate and evaluate consequences of actions
    - Evaluate alternative actions with a variety of criteria or value standards
2. Are reflective and deliberate, searching extensively when appropriate
3. Believe in being rational
4. Believe thinking can be effective
5. Use intellectual standards and criteria for assessing their thinking and the thinking of others
6. Are ethical and moral thinkers
    - Morally aware-- sensitive to ethical and unethical beliefs and actions and their consequences in everyday life
    - Concerned about the interests of others rather than only their own interests

Table 1
THINKING PROCESSES USED IN WORK AND FAMILY LIFE PROBLEMS

Practical Problem Solving	**Scientific Problem Solving**	**Decision Making**	**Planning Process**
[Uses practical reasoning to answer a practical or value question concerning what to believe and do, deciding what action is best to take. Considers the questions *what to do, what should be done, or what ought to be done?*]	[Uses scientific reasoning to answer theoretical or technical questions *what is, what controls, what factors, why, how does. . . ?*]	[Uses technical steps to decide how to answer the *what to do* question, reasoning is assumed and not encouraged.]	[Uses technical steps as management tool to select, carry out, and manage projects.]
	1 Define the problem	1 Identify the decision to be made. Examine the goals and constraints of the situation	1 Identify concerns
1 Analyze the situation and identify the real problem	2 Collect information about the problem • Theories • Previous research		
2 Seek and evaluate information • Contextual factors • Values and goals • Alternative actions Technical action Interpretive action Empowering or emancipatory action • Consequences of actions Use criteria for judging information and data • Reasonably comprehensive • Reliable • Accurate	3 Form a hypothesis	2 List the alternatives	
	4 Experiment to test the hypothesis	3 Consider the risks	
	5 Observe and record data from the experiment	4 Weigh the alternatives, such as by • Listing advantages and disadvantages • Determining the consequences for self and others	
3 Evaluate actions and potential consequences using values and goals (especially ethical and moral value standards) and contextual factors as criteria	6 Draw conclusions based entirely on facts observed in the experiment		2 Set a goal
4 Draw conclusion and select the best action(s) based on • Values and goals Moral and ethical Feasible in context Values of others involved • Facts • Imagined possibilities		5 Select an alternative	3 Form a plan of action • Who • What • When • How • Why • Where
5 Take action			4 Act
6 Reflect on decision and evaluate action		6 Accept responsibility	5 Follow up Evaluate

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Solving Personal and Family Problems

Practical reasoning is a process that is needed daily in our everyday lives to make the best decisions for all affected. Individuals develop their practical reasoning abilities through individual, family, class, and organizational practical problem solving. As problems become more complex and lead to farther-reaching consequences, individuals need help in developing their reasoning abilities and practical reasoning skills in larger and more complex groups.

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Learning Activities

I. Personal and family issues

a. Select an index card from a deck of cards, depicting one of the problems identified on **Face to Face With Practical Problems (pp. 33-35)**. Read the problem on your card and decide which of the following categories of problems is representative of your problem. Find the other classmates who have problem situations in that category and form a group. Share your problem situation with the other members of the group and list ways that all your problem situations are alike and ways that they are different. Share your answers with the class. Read **What Are Practical Problems? (p. 36)**, and compare the problem situations identified previously with the characteristics of practical problems.

(1) Problems in family relationships
(2) Problems with friends
(3) Problems with work or school
(4) Problems with boyfriends or girlfriends
(5) Community problems

Discussion Questions
- *How often do people face practical problems?*
- *Is there more than one right way to solve these problems?*
- *What skills do you need in order to be able to solve practical problems?*
- *How would developing your skill in solving practical problems influence your life? The lives of others?*

b. In the problem-analysis groups formed earlier, describe how you would go about solving the problems on your index cards. List things you believe people should consider before deciding what to do about a practical problem. Share your answers with the class.

c. Using the **Practical Problem Solving Think Sheet (pp. 37-38)** and **Reason Through Practical Problems--Teacher Information (pp. 39-40),** identify the parts of the practical problem solving process used to reason through problems.

Discussion Questions
- *Why should you use reasoning to solve practical problems?*
- *Why is each part of the practical problem solving process important when solving practical problems?*
- *If you use only some parts of the practical problem solving process, will you always choose the best solution? Why or why not?*

d. Write a paragraph in response to the quote "A problem is a chance for you to do your best," by Duke Ellington. Consider the following questions as you write your response:

(1) Why is it important to take responsibility for the practical problems you face?
(2) What would happen if people ignored or avoided practical problems?
(3) When it comes to practical problems, what does it mean to "do your best?"

e. Select a newspaper or magazine article that illustrates a problem and explain whether or not the problem identified in the article is a practical problem. Share your article with the class. Display these articles on a bulletin board entitled "Face to Face with Practical Problems" and illlustrating the characteristics of practical problems.

f. Complete **My Problem-Solving Profile (p. 41).**

g. Read the case studies below and decide whether or not they illustrate examples of using reasoning to solve practical problems. As a class, make a chart illustrating the positive and negative consequences of using and not using reasoning to solve practical problems.

(1) Kevin is at a party and everyone is shooting up. He's never tried it. He's heard about the consequences of using drugs, but he doesn't consider these consequences as he makes his decision. He just wants to do what everyone else is doing, so he joins the others.

(2) Kyle is being teased by a group of guys at school. They call him names, steal things from his locker, and threaten him. After school one day, he suddenly turns and hits one of them in the stomach.

(3) Tamika hates school. Her older friends have dropped out. In fact, her parents dropped out of high school, too. She's not doing very well this quarter and has decided to follow the tradition in her family and drop out soon.

Discussion Questions

- *Would you have made similar decisions if you were in each of the above situations? Why or why not?*
- *Would the decisions made above be different if reasoning was used in solving the practical problem?*
- *What should be considered in each case study in order to make the best choice for self and others?*

h. Watch a teacher demonstration on using the practical problems solving process to solve a practical problem. Complete the **Practical Problem Solving Think Sheet (pp. 37-38)** for each reasoning component as you listen to the teacher reason through the practical problem below:

(1) Sandra is popular at school and has many friends. She is very conscientious about doing things her friends like and being the best friend possible. Sandra's mother is going to visit relatives this weekend, which means Sandra will be at home alone. Her mother expects her to follow the same rules Sandra has when her mother is at home. When her friends find out that Sandra's mother will be out of town, they suggest that she have a huge party. At first Sandra thinks it is out of the question, but her friends keep pressuring her. What should Sandra do?

i. Conduct a Reasoning Olympics! In small groups, select one of the practical problems identified on **Face to Face with Practical Problems (pp. 33-35)** and decide what is best to do by using the REASON Model. Record your thinking on the **Practical Problem Solving Think Sheet (pp. 37-38)**. Present your solution to the rest of the class. After all groups have presented, take a class vote to decide which groups should receive a gold, silver, and bronze medal for outstanding reasoning. Describe the criteria you used to determine which groups did the best reasoning.

j. **Action Project**: Keep a journal recording your observations about how you solve practical problems. For each problem you solve, write a statement of the problem, choices considered, consequences considered, the solution selected, and justification. Record the actual outcome of the solution to each problem. Evaluate whether or not your solutions were best for you and others.

k. **FHA/HERO:** Survey others to find out whether they perceive themselves as effective problem solvers. Using the statements from **My Problem-Solving Profile (p. 41)**, develop questions to use in interviewing others about their problem-solving techniques. Ask those interviewed to rate their skill in solving problems. From the responses, identify processes frequently used in solving problems. Describe the problems most often faced by those you interviewed. Compile a profile of people your age as problem solvers, comparing the number of those who use reasoning and the number of those who do not. Publish your findings in the school newspaper along with resources and suggestions for improving problem-solving skills.

l. Review the first component of the practical problem solving process as outlined on **REASON Through Practical Problems--Teacher Information (pp. 39-40)**. Examine the questions that help you recognize the context of a problem. Define the word *context* and explain that one of the characteristics of practical problems is that each has a different context. On a poster, overhead transparency, or chalkboard, write the items below that represent factors or details about the context of a problem that can vary from situation to situation.

(1) Resources available: Examples are financial, material, or human resources
(2) Situational factors: Examples are rules or laws governing behavior, time, location, and weather

Discussion Questions
- *What would happen if you did not examine the context of each problem?*
- *Why is each problem different?*
- *Is it possible for a solution to be best in one situation and not in another? Why or why not?*

m. Complete **Key Points to Considering the Context of Problems (p. 42)**.

2. Value information for solving problems

a. Research the definition of values, and write the following universal values on a poster or bulletin board to display in the classroom. Universal values are those core values that transcend cultures, religions, and time to become norms of ethical conduct. Define each of the universal values. Collect newspaper or magazine articles about situations in which people made choices based on these values. Display the articles in class.

(1) Honesty: Honest people are truthful and sincere.
(2) Integrity: People with integrity behave in a manner that is consistent with ethical beliefs.
(3) Trustworthiness: People worthy of trust keep promises and fulfill commitments.
(4) Loyalty: Loyal people provide support and commitment to others consistent with ethical standards.
(5) Fairness: Fair people are committed to justice, the equal treatment of individuals, and respect for diversity.
(6) Caring: A caring person shows concern for the well-being of self, others, and the environment.
(7) Respect: Respectful people have confidence in their beliefs and values and acknowledge, understand, and support the right of others to express their beliefs.
(8) Responsibility: A responsible person contributes to the local and global community in positive ways and encourages the participation of others.
(9) Pursuit of Excellence: In the pursuit of excellence, people take pride in their work, give their best effort, reflect on the results of their work, and apply the knowledge gained to subsequent tasks.
(10) Accountability: This quality enables individuals to know, understand, consider, and accept the impact and consequences of personal actions and decisions.

(Source: Working papers from Virginia Department of Education, Adolescent Education, Vocational Education, 1992.)

Discussion Questions
- *Why do you think each of these values is considered a universal value?*
- *Why are these universal values important when solving practical problems?*
- *What are the consequences of taking action based on these values?*

b. Complete **Values That Influence Problem Solving (p. 43).**

Discussion Questions
- *Which types of values are most often likely to influence your decisions about practical problems? Why?*
- *How do each of these values reflect the universal values previously identified?*
- *What are the consequences of taking action based on each of these values?*

c. **Action Project:** Keep a record of ways that you and others choose to solve practical problems. Record not only your decisions, but the decisions you observe family members, friends, community members, and public figures making about practical problems. Make a chart illustrating the practical problem, the person making the decision, the decision made, and the values reflected by that decision. Analyze the chart and determine those values that were most often used. Explain the consequences of making decisions about practical problems based on those values.

3. Factual information for solving problems

a. Design a bulletin board or display entitled "Finding Facts for Problem Solving." Feature questions that will help problem solvers find adequate information for making good choices, such as those listed below. In small groups, choose several categories of practical problems, such as career choices, nutrition and wellness choices, consumer choices, or parenting choices. List types of information needed to solve problems in each category and sources where the information could be obtained. Include these lists in the bulletin board or display.

(1) What information do I need to solve this problem?
(2) Where can I go to get this information?
(3) How do I know when I have enough information to solve the problem?

Discussion Questions

- *What is the difference between value information and factual information?*
- *Why is factual information important to practical problem solving?*
- *What are the consequences of making a decision about a practical problem without adequate information?*

b. Write the questions below on a chalkboard, poster, or overhead transparency. Explain how each question could be used to determine whether sources of information are reliable. Add any other questions that would help you determine the reliability of information for problem solving. Create a mobile or poster featuring these questions, which can hang in the classroom and be used to evaluate the reliability of information used to solve practical problems in class throughout the school year.

(1) Is the author or source of information reputable?
(2) What are the credentials of the author or source of information?
(3) Where and when was this information published?
(4) Does the author or source of information have anything to gain by promoting this information?
(5) Is the information presented in a logical way and supported by reputable and extensive research?
(6) Does more than one reputable source support the same information?

4. Alternatives and consequences

a. In small groups, choose one practical problem from **Face to Face With Practical Problems (p. 33-35)**, or select a practical problem that you will face this year. Write a statement of the problem at the top of a large sheet of paper or posterboard. Beneath it, write at least three possible solutions to that problem. Exchange papers with another group. Read that group's problem and solutions, and write the short-term consequences of each solution. Exchange papers with yet another group, and write the long-term consequences for each of their solutions. Retain your original paper and put a "+" beside those consequences you believe to be positive and a "-" beside those consequences you believe are negative.

Discussion Questions
- *How many choices are usually available for solving practical problems?*
- *Is ignoring a practical problem a choice?*
- *What are the benefits of considering many different choices when solving practical problems?*
- *Why is it important to consider the consequences of each choice?*
- *How will these consequences affect your decision about which choice is best?*

b. Complete **Who Should I Consider? (p. 44).**

Discussion Questions
- *How did you decide who to consider in each situation?*
- *How would the consequences for others impact your decision in each situation?*
- *Why is it important to consider the consequences for others when making choices about practical problems?*

5. Criteria and standards for making choices

a. Using a dictionary, write the definition of the word *ethical* on the chalkboard and list professions that have a code of ethics, such as medicine, law, and business. Identify reasons for having these codes of ethics. Explain reasons for having a personal code of ethics in each of the areas listed below. Identify rules that could be included in this personal code of ethics.

(1) Work
(2) Family
(3) Friendships
(4) Community
(5) Environment

Discussion Questions
- *How you know when something you do is ethical? Unethical?*
- *What happens when people do not solve practical problems ethically?*
- *How can you make ethical decisions?*

b. Imagine that you have just been appointed a judge of ethics regarding practical problem solving. In each situation below, determine whether the behavior is ethical. And if not, tell what could be changed to make the behavior ethical. Share your responses with the class and list criteria for ethical behavior.

(1) William just moved to town and has been trying hard to make new friends. Finally, someone approached him to join a new club in his neighborhood. In order to show his loyalty to the group and be initiated, he must steal something from a store. He steals a video game and is initiated into the club.

(2) As Shawn is leaving a party with some other friends, she notices one of her best friends getting into the driver's seat of a car. Shawn knows that her friend is drunk, but Shawn does nothing. She figures her friend will probably be okay.

(3) The new foreign-exchange student is in one of Ellen's classes at school. Her friends start making fun of him because he dresses differently and has a strange body odor. Ellen thinks their teasing is mean, but she doesn't say anything because she doesn't think it's right to criticize her friends' behavior.

(4) Before school one morning, Terry notices two of his friends putting a gun into the trunk of a car. Later that day, he hears the same two friends threatening to hurt another student. Terry can tell that his friends are really mad and suspects that the threat is serious. Terry chooses not to tell anyone about the gun because he doesn't want to get involved in the situation.

(5) All his life, Frank has had a goal to be a good football player. His brothers were both good players and he wants to be like them. In spite of making the team and working really hard, Frank is just not physically big enough to be a first-string player. One day, his best friend, who is also on the team, approaches him about taking steroids. Frank takes them, feeling that it is his only way to reach his goal.

c. Examine **Question. . .Test! Which Choice is Best? (p. 45).** Explain how the questions identified could be used in determining if the solution to a practical problem is ethical. Design posters or locker signs with these questions to help you make ethical choices.

Discussion Questions
- *Why should you be concerned about making ethical choices?*
- *Is it difficult to make ethical choices?*
- *Can there be more than one ethical solution to a given problem? Why or why not?*

- *In a given situation, will each person make the same "ethical" choice? Why or why not?*

d. Listed below are the characteristics of reasons used to support ethical choices. Explain why it is important to use good reasons when selecting the best choice to solve practical problems.

(1) Is related to the problem
(2) Helps others understand the solution
(3) Represents an ethical value judgment
(4) Is consistent with personal values and goals related to the problem
(5) Reflects what is best for self and others
(6) Is supported by factual information

e. In small groups, write three good reasons for selecting the solutions listed below. Present your reasons to the class and explain why they are good reasons.

(1) Completing high school
(2) Saying no to drugs
(3) Volunteering to help others
(4) Taking a leadership position in an organization
(5) Postponing sexual intercourse until marriage

6. Evaluation of outcomes

a. Review **Putting Decisions Into Action (p. 46).** Explain why it is important to consider the items on this handout when planning for action.

b. Write the questions below on a chalkboard or overhead projector. Explain how these questions could be used to evaluate the outcome of practical problem solving.

(1) Do my actions reflect the decision made?
(2) Are my actions solving the original problem?
(3) Are my intended actions achievable in this situation?
(4) Are my actions ethical?
(5) Do my actions enhance the well-being of myself and others?
(6) Will my actions result in positive long-term consequences?
(7) Would I take the same actions again?
(8) Do my actions reflect the best I can do in this situation?
(9) What have I learned?
(10) How will I handle similar situations in the future?

Discussion Questions
- *Why is it important to evaluate the outcomes of practical problem solving?*
- *What can you learn from your experiences in solving practical problems?*

c. **Action Project:** Select a practical problem that you are currently facing. Using **Putting Decisions Into Action (p. 46),** make a plan to carry out the best solution. After implementing your plan, answer the questions used to evaluate problem-solving outcomes.

Assessment

Paper and Pencil

1. Given case studies, clarify personal and family issues by stating the problem to be solved, identifying the type of problem, and describing at least two factors affecting the problem.
2. Given case studies, create at least three alternatives for solving each problem.
3. Given choices to a problem situation, evaluate potential consequences of each alternative choice by listing at least two positive and two negative consequences of each choice.
4. Given case studies, use criteria and standards to make ethical decisions. Test the decision by applying questions used to determine whether a solution is ethical.
5. Given a solution to a problem situation, evaluate the outcomes of the solution by identifying short-term and long-term consequences of the action taken and determining if the problem was solved.
6. Given a practical problem solving worksheet and a sample practical problem, use each component of the practical problem solving process to reach a justifiable solution.

Classroom Experiences

1. In a small group, select a practical problem and use the components of the practical problem solving process to reach a justifiable solution.
2. Given choices for solving practical problems, choose one and write three good reasons for selecting it. Present your reasons to the class and explain why they are good reasons.

Application to Real-life Settings

1. When confronted with real-life practical problems as recorded in personal journal entries, use the components of the practical problem solving process to reach a justifiable solution.
2. Using a personal record of ways that practical problems are solved, make a chart illustrating the practical problem, the decision made, the person making the decision, and the values reflected in that decision. Analyze the chart and determine those values that were most often used. Explain the consequences of making decisions about practical problems based on those values.
3. Using a real-life practical problem, choose a solution and develop and implement a plan to carry out the decision made through practical problem solving. Evaluate, using the evaluation questions developed in class, the outcome of taking action regarding the problem.

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FACE TO FACE WITH PRACTICAL PROBLEMS

Problems in Family Relationships

1. You and your younger sister are in the middle of another fight. She borrowed your tape player without asking you and now it is broken. You saved for a long time to buy it and would never have let her use it if she had asked you first.

2. As you come home from school one day, you see your stepfather leaving the apartment in a hurry. He passes you without saying a word. You enter the apartment to see your mother lying on the kitchen floor. Though nothing seems to be broken, her face is red and is starting to swell up. You ask her what happened, but she does not reply. Instead, she asks you not to tell anyone what you saw or to say anything to your stepfather.

3. You are at a friend's party and are surprised to see your younger brother. It is apparent that he has been drinking heavily and now looks pretty sick. You offer to take him home and he begs you to not tell your mother about his being at the party. He had told her that he was going to see a movie.

4. You have been looking forward to going to your first rock concert, and your friend has tickets for both of you. Your mother has forbidden you to go to the concert, saying that you are too young. The only way you could go is if you tell your mother you are staying all night at a friend's house and lie to her about what you are doing.

5. Six months ago your father lost his job, and times are hard for your family. One night, your father talks with you and explains that it may be a while until he finds work. He asks if you would be willing to get a job and work after school or on weekends to earn extra money for the family. You recently tried out for the soccer team and have been struggling to keep your grades up. You feel like handling a job would really be difficult for you.

Problems With Friends

1. You are excited that a very popular classmate has been talking with you a lot and you are starting to be good friends. One day, your new friend asks you to spread a vicious rumor about someone that you know is untrue.

2. You make plans to meet a friend at a basketball game. When you arrive, your friend is not there. You wait for a long time and still the friend does not show. Finally you go into the game, which has already started, and sit down. You look across the gym and see your friend watching the game, talking and laughing with some other people.

3. A new friend wants you to hide a stash of marijuana in your locker at school. You have heard that the principal is suspicious that your friend has drugs, and know that they will probably be more likely to search the friend's locker than yours. If your friend is caught, it will certainly mean expulsion.

page 2 of 3

4. While talking with friends at school, you learn that your best friend has told at least two other people information that you told the friend in confidence. Your best friend even swore not to tell anyone. You are embarrassed and hurt that this information is now public knowledge.

5. You are failing history and it could mean being kicked off the track team. If you pass tomorrow's test, you could still get a passing grade for the semester. As you settle in to study, your best friend calls. He says a group of guys are going to see a movie. You've been waiting a long time to see this movie and think that a night out with friends would be a great time.

Problems With Work or School

1. On your new job, you are expected to work with several other employees as a team. One member of the team is constantly asking you to do his work, and then he sits around and does nothing. You are tired of this, but you want to impress you new boss and show her that your team can do the work.

2. You are having trouble getting to school on time because you work late at night and oversleep in the morning. You have served several detentions after school, which cut time out of your schedule at work. The principal has threatened to suspend you.

3. The boss has asked you and one of your coworkers to close the store. As you are cleaning up, you notice your coworker taking money from the cash register and putting it in her pocket. Your coworker is a single parent, and you know she has been working extra hours to buy school clothes for her daughter.

4. You would really like to go to the school prom, but don't have the money for the clothes, limo, and dinner. Since you know that your parents don't have the money either, you are considering getting a job. You are worried about having enough time for school and your activities, but the extra money would be great.

5. You get average grades in school, but your counselor says you could do a lot better. It's time to schedule your classes for next year, and you must decide between a college prep or general course of study. You don't really know what you want to do after high school, but your father is pressuring you to go to college. You don't particularly like the idea of taking a lot of meaningless courses in high school.

Problems With Boyfriends or Girlfriends

1. Your girlfriend has been pressuring you to have sex even though you would rather wait until you are married. One night, you are alone at her house and she says, "Why wait any longer if we love each other?" You would really like to be with her.

2. You have been dating the same boy for several months and both of you have agreed not to see other people. At a party one night, you see him with another girl, laughing and obviously having a good time.

3. A boy you really like has asked you over to his house and has told you that his parents will not be home. This is your first date with him, and your mother has asked you not to go to friends' houses when their parents will not be home. You don't want to turn down the invitation, but you know you would have to lie to your mother in order to go.

4. Your girlfriend or boyfriend is constantly putting you down in front of your friends. At first, you laughed and took it as a joke. Now it is starting to get on your nerves, and your friends are beginning to wonder why you like this girl or boy.

5. You are babysitting for two children and don't expect their parents home for several more hours. After you put them to bed, the doorbell rings. It's your boyfriend and he wants to come in for a little while. You know that you aren't supposed to have friends over while you are babysitting, but you are bored and would like to spend some time with him alone.

Community Problems

1. Your apartment building is beginning to look like a dump. Trash is piling up in the hallways. Graffiti is written all over the walls outside and in the entrance. No one seems to be taking responsibility for making the place look any better.

2. Lately, there have been a lot of assaults in your neighborhood. People of all ages have been robbed and beaten. Your friends and neighbors are afraid to go out alone at night or even in the daytime.

3. You find out that a new boy at school is living out of a car because his family has no home. When you ask a teacher at school about this, she says that there are several members of your class who are homeless. With the holidays approaching, you wonder what it will be like for these families to have no money for gifts or maybe even food.

4. While walking home from school, you hear someone in the house next to yours screaming for help. You do not know the people who live there, but you have heard that it is a crack house.

5. A factory not far from your neighborhood has started to put out thick black smoke. After it continues for about a week, you can see that a black dust has settled on buildings, sidewalks, and trees. Everyone in your neighborhood is concerned, but no one wants to complain. The factory employs many people from the neighborhood.

WHAT ARE PRACTICAL PROBLEMS?

A PROBLEM is a situation in which something must be solved or worked out, and that involves selecting from many possible solutions. Throughout life, people face a variety of problems. Part of taking responsibility for yourself and becoming independent is learning how to solve problems in ways that are best for yourself and others.

There are different types of problems. SCIENTIFIC PROBLEMS involve specific knowledge and "how to" questions. Solving scientific problems means using factual knowledge, such as statistics, concepts, principles, and procedures. PRACTICAL PROBLEMS involve value questions that require both value knowledge and factual knowledge. Practical problems typically affect people and their well-being. They are action-focused and involve questions about what to believe and do. Some examples of practical problems follow:

What should I do about peer pressure?
What should I do about family relationships?
What should I do about a career?

Practical problems have distinct characteristics that make them different from scientific problems. Practical problems

- Have consequences that matter to self and others
- Are action problems
- Involve the thoughts, feelings, and needs of others
- Involve conflicting values
- Are complicated, messy, stubborn
- Frequently have no one right solution
- Are dependent on the context or situation in which the problem occurs
- Are ill-structured
- Can be unclear in terms of the information needed to solve the problem

Write three practical problems you have faced recently.

1.

2.

3.

PRACTICAL PROBLEM SOLVING THINK SHEET

page 1 of 2

One way to make sure you are reasoning carefully through a problem is to record your thoughts about the problem and possible solutions. Use this worksheet to implement the REASON model for solving practical problems.

R Recognize The Problem.

State the problem to be solved.

List factors about the context of the problem that will influence the solution.

Identify desired ends for this problem.

E Evaluate Information Needed To Solve The Problem.

List factual information about this problem.

List value information about this problem.

Identify the criteria that you will use to decide the best way to solve this problem.

A Analyze Choices And Consequences.

Choices:	Consequences for Self:	Consequences for Others:

Think Sheet (continued)

page 2 of 2

S **Select The Best Choice.**

Choice:

Criteria Met: Values, Desired Ends, Positive Consequences for Self and Others

O **Outline and Implement A Plan For Action.**

Actions :

Order in which to Be Done:

Completion Date:

N **Note The Results Of Your Action(s).**

List reasons why your choice was or was not best for self and others.

List what you learned from solving this problem.

REASON THROUGH PRACTICAL PROBLEMS-- TEACHER INFORMATION

In order to reason through practical problems and find the best solution for self and others, it is important to consider many things about the problem, the situation, the possible solutions, and the consequences of your choice. The REASON model can help you work through complex practical problems. The components do not need to be used in the order given, but each component is important to the reasoning process.

R **Recognize the Problem:** Practical problems can be very complex, and sometimes just identifying the problem itself can be a real challenge. Each practical problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what you really want to happen when this problem is resolved--in other words, determine your "desired ends." Ask yourself the following:

What is the problem?
Why is it important for me to address this problem?
What is the context of this problem?
What caused the problem?
Who is involved?
What factors about this problem will affect my decision about what to do?
- *Resources available*
- *Situational factors*

What goals do I have for the solution to this problem? What are the desired ends I want to achieve?

E **Evaluate Information Needed to Solve the Problem**: Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help you develop and evaluate choices. Value information includes your personal values and the values of others involved who will help you decide which choice is best. Ask yourself the following:

What factual information is needed?
Where can I obtain this factual information?
What are my personal values regarding this problem situation? Which of these values are most important?
What are the values of others involved in this situation? How will those values influence my decision about what to do?
What criteria will I use to decide which choice is best?

REASON Continued. . . page 2 of 2

A **Analyze Choices and Consequences:** There is always more than one choice involved in a practical problem. Sometimes there may be many choices. Even doing nothing about a problem is a choice. Each choice carries with it possible consequences, consequences for yourself and for others as well as both short-term and long-term consequences. Ask yourself the following:

What choices are possible?
What are the short-term and long-term consequences of each choice for myself and others?

S **Select the Best Choice:** Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends. Ask yourself the following:

Which choice best reflects the values I have and the ends I desire regarding this problem?
Which choice would result in the most positive consequences for myself and others?
Which choice works best for this particular situation?

O **Outline and Implement a Plan for Action:** Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Ask yourself the following:

What do I need to do to carry out this choice?
What resources do I need to carry out this choice?
How can I organize these various tasks to achieve this solution?

N **Note the Results of Your Action(s):** Evaluating the outcome of your choice will help you determine if it was the best solution and will help you continue to develop your practical problem solving skills. Ask yourself the following:

Would I make the same choice again? Why or why not?
What have I learned?
How will this problem solving experience affect my problem solving in the future?

MY PROBLEM-SOLVING PROFILE

What do you do when faced with practical problems? Place a checkmark in front of those items that describe you as a problem solver.

_____1. I take time to think through problems before solving them.
_____2. I try not to think about problems, but just do the first thing that comes to mind when solving them.
_____3. I consider the context of the problem, several choices, and the consequences of those choices before solving the problem.
_____4. I usually ignore problems and hope they go away.
_____5. I try to get accurate, reliable information before solving the problem.
_____6. When solving problems, I usually just do whatever my friends do.
_____7. I consider the values involved in the situation and the consequences of those values for myself and others.
_____8. I consider the values, needs, and feelings of everyone involved in the problem before choosing a solution.
_____9. I choose solutions that have the most positive consequences for myself and others.
_____10. I choose solutions that promote the well-being of myself and others.
_____11. I choose solutions that are workable for the short-term and long-term situations.

Based on your responses to the above items, decide which of the following problem-solving profiles best describes you:

Problem-Solving Profile A: A Nonreasoning Approach

A nonreasoning approach can take several forms. Nonreasoners might avoid or ignore problems. Other nonreasoning approaches include blindly accepting a solution, choosing a solution on impulse, choosing a solution out of habit, or solving the problem just like others have solved it. Item 2, 4, and 6 reflect a nonreasoning approach.

Problem Solving-Profile B: A Reasoning Approach

A reasoning approach means giving the problem some careful thought. Reasoners usually consider several alternatives and the consequences of those alternatives. The reasoning approach includes using factual information and value information to solve the problem. The final solution is justified with criteria, and good reasons are given for the choice. Items 1, 3, 5, 7, 8, 9, 10, and 11 reflect a reasoning approach.

What would you need to change about your problem-solving behavior to make the best decisions for yourself and others? Write three goals for becoming the type of problem solver you would like to be.

1.

2.

3.

KEY POINTS TO CONSIDERING THE CONTEXT OF PROBLEMS

Each practical problem has a unique context. When you begin to solve a problem, it is important to consider the context of the problem and all the factors that influence the situation. By carefully considering the context of the problem, you can understand the situation clearly and choose the best solution.

For example, if you had failed to study for a big test and had an opportunity to copy the test answers from the person sitting next to you in class, there might be many circumstances about the context of this problem that would influence your decision about whether or not to copy the answers from his paper or to do your own work. You might consider the following factors about the context of this problem:

(1) The school penalty for cheating
(2) Your teacher's level of trust in you
(3) Your fellow classmate's relationship to you
(4) Your present grade in the class

What other things about the context of this problem might you consider?

Practice identifying the context of problems by listing at least three things to consider before deciding what to do in each of the situations listed below.

1. To get drunk at a party
2. To join a school sports team or organization
3. To go to college
4. To break off a friendship
5. To lie to your parent(s)

VALUES THAT INFLUENCE PROBLEM SOLVING

Directions: For each type of value listed below, write two examples of a decision that reflects that value.

Types of Values	Decisions that reflect that value
Moral values involve others' well-being.	
Health and safety values deal with physical well-being.	
Aesthetic values reflect a concern for appearance and beauty.	
Environmental values reflect a concern for the state of the environment.	
Religious values reflect a concern for following religious doctrine.	
Prudential values reflect a concern for one's own interest.	
Economic values involve cost control, efficiency, and management.	
Intellectual values are concerned with education, reasoning, and logic.	

WHO SHOULD I CONSIDER?

Directions: Solving problems effectively means that you have considered the consequences of your solution for yourself and others. Ask yourself who you should consider when solving a problem. For example, if you were deciding whether or not to skip school, you might consider the consequences for

(1) Yourself because you could be punished if caught
(2) Your friends, because they might admire you for defying the school rules
(3) Your family, because they expect you to follow the rules at school
(4) Your teachers, because you have earned their trust by following rules in the past

When deciding whether or not you should do each of the following, indicate who you should consider by placing a check in the appropriate column.

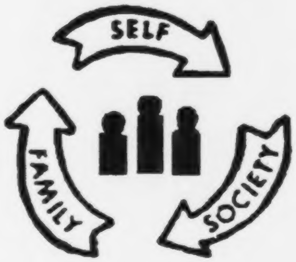
	Myself	Family	Friends	Others
1. Smoke	________	________	________	________
2. Take drugs	________	________	________	________
3. Get a job	________	________	________	________
4. Buy new clothes	________	________	________	________
5. Lose weight	________	________	________	________
6. Exercise	________	________	________	________
7. Recycle	________	________	________	________
8. Lie to parents	________	________	________	________
9. Shoplift	________	________	________	________
10. Cheat on a test	________	________	________	________

QUESTION. . .TEST!
WHICH CHOICE IS BEST?

Directions: Ask yourself the questions below to help you select the best choice when solving a problem.

☐ **Does it meet my criteria for best choice?**

☐ **Is it best for the well-being of self and others. . . long-term?**



Test: What if. . .

☐ **Everyone did this?**

☐ **I were the one affected?**

☐ **I were in a new situation?**

☐ **Is it workable for the situation. . . for reality?**

☐ **Is it based on reliable, adequate information?**

Developed by: J. Laster, The Ohio State University for the Ohio Department of Education, Vocational Home Economics Section.

PUTTING DECISIONS INTO ACTION

Directions: Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Complete the worksheet below to plan for action after you have made a decision about a practical problem.

Problem:

Decision:

☞ List the actions needed to carry out your decision. Arrange the actions in a logical order to be done. Identify a date by which to complete each action.

Actions	Order to Be Done	Completion Date

☞ Determine the resources and assistance needed to complete the actions.

☞ Determine the barriers that might hinder you from taking the actions.

Personal Development

Relating to Others

PROCESS MODULE 3

Module Overview

Practical Problem: What should I do regarding relating to others?

Process Competency 0.0.3: Relate to others in positive, caring ways

Competency Builders:

0.0.3.1 Identify significance of caring, respectful relationships
0.0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures
0.0.3.3 Communicate effectively
0.0.3.4 Express personal feelings, needs, and ideas constructively
*0.0.3.5 Manage conflict
0.0.3.6 Seek help when needed

Supporting Concepts:

1. Caring, respectful relationships
2. Strategies for relating to those different from self
3. Effective communication strategies
4. Constructive expression of feelings, needs, and ideas
5. Situations when help is needed

*This competency builder is addressed in the Managing Conflict module of the *Personal Development Resource Guide*.

Teacher Background Information

Rationale

Interpersonal, group effectiveness skills are the keystones to maintaining friendships, a stable family, a successful career, and strong communities. Yet, no one is born with these skills. Each person must learn these skills and choose to use them. Although many students learn the needed social skills in their families and through community experiences, others lack basic social skills and this ineptitude persists into adulthood. These students are often isolated, alienated, and disadvantaged in career training programs. Such "poor peer relationships have widespread immediate and long-term effects on students' cognitive and social development, well-being, happiness, success, and psychological health" (Johnson, et al., 1990, p. 87).

The need to develop interpersonal relationship skills in the Work and Family Life Program is supported by six major reasons.

1. Changes in families and society reduce the time and other resources available to enable parents to model, nurture, and develop the social skills need for our complex contemporary life. Children learn their social skills through their family experiences, yet hectic schedules limit family interaction time. According to one study, typical American adolescents spend only about five

minutes a day alone with their fathers and 40 minutes alone with their mothers. On the average, an additional hour is spent with both parents. With the addition of about 15 minutes with other adults, the adolescents sampled in this study spent about two hours a day with adults other than teachers (Csikiszentmihaly & McCormack, 1986). Mealtime conversation also is declining. Of 2,004 families polled in 1976, 74 percent of those with children ages 7 to 17 ate dinner together frequently. By 1986 this number had dropped to 63 percent (Roper Organization, 1987; Rubenstein, 1988). With smaller families--3.5 family members in 1950 and 2.6 in 1990 (Aburdene & Naisbitt, 1992), interaction time with siblings is even reduced. Furthermore, with increasing numbers of children living with only one parent, opportunities to observe parent communication, negotiation, and conflict resolution is also limited. Consequently, opportunities for developing communication, negotiating skills, and problem solving at home are decreasing.

2. Strong caring relationship skills will strengthen families. Such skills will help reduce the currently increasing incidents of suffering experienced from family violence, divorce, and dysfunctional families. Understanding differences in the needs of family members and others, and having the skills to respond in sincere, supportive ways rather than in dominating, violent, or uncompromising ways would help reduce these increasing statistics and encourage optimum development of family, workplace, and community members.

3. Relationships encourage or constrain the development of children and adults (Thomas, 1992). As shown in Figure 1, caring, respectful relationships encourage development (Bronfenbrenner, 1990; McGovern, 1990). Insensitive, unresponsive, intrusive, and dominating relationships constrain development. Sensitive friends, colleagues, spouses, parents, employers, and community and government leaders obtain information from others' verbal and nonverbal cues, then respond to those needs in ways that meet the needs of those significant others. Reciprocity builds on this sensitivity and responsiveness to insure mutual give and take--mutual sharing--communication at its highest level. Finally, optimum relationships are supportive. Supportive relationships are caring relationships that help the other person meet his or her needs and pursue his or her interests. Such support involves deep, reflective, thoughtful, and deliberate planning to create an enriching, empowering environment rather than to control or dominate the other person (Thomas, 1992).

Figure 1

Interaction Patterns that Encourage Development	Interaction Patterns that Constrain Development
Support	Domination
Reciprocity	Intrusiveness
Responsiveness	Unresponsiveness
Sensitivity	Insensitivity

4. To increase their competitive edge, American employers need employees with these interpersonal skills and an appreciation for diversity. Higher productivity, product quality, and increased quality of work life have been linked conclusively with the team approach in the work place (Carnevale,

et al., 1990, p. 32). Success depends on individuals at all levels of the work force getting along with each other. Increased cultural diversity and participative problem solving and decision making increase potential disagreements and the need for group effectiveness skills. Good communication, cooperative teamwork, and negotiating skills provide the foundation for successful leadership and organizational effectiveness.

5. As new technology continues to be introduced into all aspects of our society, caring, respectful relationships in the private and public domains are needed as a counterbalance. John Naisbitt observed that with the continuing invasion of technology into our factories, offices, schools, homes, and health care systems, "we must learn to balance the material wonders of technology with the spritual demands of our human nature" (1982, p. 40). As technology continues to invade and at times dominate our lives, the need for a compensatory "high touch" of caring, respectful relationships is basic to meeting the "spiritual demands of our human nature."

6. As women make life choices that take them away from caregiving occupations and their families, the need to help both males and females develop loving ways of life is imperative. Today more than three quarters of the caregiving in our own country continues to be provided by women (Sommers & Shields, 1988). Although the exploitation of women as caregivers needs to be changed, the prospect of women ceasing to care is horrendous (Noddings, 1988). The need for valuing and developing caregiving skills and attitudes is reflected in two questions: Who will care for the young, the elderly, the ill, and the handicapped (Noddings, 1988)? Who will care for us, as adults, when we are tired, dejected, depressed, misunderstood?

Background

Relationships with others are an inescapable part of everyday life. In relationships with peers, family members, employers, colleagues, and authority figures, interactions continuously move through a relationship life cycle (Portnoy, 1986). This model is particularly useful in illustrating the development of working relationships, such as in classrooms or workplaces, but also reflects the stages experienced in personal and family relationships. Seven stages are included in the relationship life cycle:

1. Establishing trust
2. Becoming acquainted
3. Forming attachments
4. Clarifying roles and expectations, negotiating to reach consensus, and modeling
5. Integration and commitment
6. Stability
   JOLT - Disturbance in relationship
7. Instability

At any time, a disturbance may interfere with the relationship, resulting in the seventh stage, instability. Basically, when individual or group needs are not met, a relationship becomes strained and instable. For example, one person's behavior may be inconsistent with the expectations of another, or a role change may create instability in the relationship. Misunderstandings may also cause relationship instability. Such instability may be resolved by reexamining and clarifying roles, redefining expectations, renegotiating, and possibly modeling.

Relating to Others

PROCESS MODULE 3

Basic interpersonal skills are needed throughout this relationship life cycle in all contexts. These basic skills include communicating (speaking and listening by mutually sharing meanings and feelings), empathizing with and correctly identifying the emotions of others, working cooperatively with others, negotiating for consensus, and resolving conflict (Carnevale, et al., 1990; Bolin 1990; Westlake & Westlake, 1992). The Secretary of Labor's Commission on Achieving Necessary Skills specifies the following interpersonal competencies as essential for the workplace:

- Participates as member of a team--contributes to group effort
- Teaches others new skills
- Serves clients--works to satisfy clients' expectations
- Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- Works with diversity--works well with men and women from diverse backgrounds

How we relate to others as we use these skills depends on many factors, including one's individual differences and identity development. People differ in many ways. We differ in age and gender, physically and developmentally, economically, culturally, racially, ethnically, religiously, and occupationally. From our first encounters with others, these differences are apparent and influence our trusting others, becoming acquainted, and forming attachments.

Individual differences can be empowering in relationships or oppressive. Although accepting and valuing cultural, racial, and ethnic differences can empower, discrimination based on ethnocentrism, racism, prejudice, and stereotyping is oppressive, and limits self-formation and self-actualization. When development is limited by such oppression, society cannot benefit from the contributions of all its people and the quality of life suffers for all. Understanding these differences begins with understanding cultural concepts:

1. Culture: the way of life of a people. The sum of a people's learned behavior patterns, attitudes, and material things. Within a country, there may be cultural groups that differ in ethnicity, race, and/or religion.

2. Ethnicity: the affiliation of members of a group who retain the customs, language, or social values of a group. Ethnocentrism occurs when individuals believe that their group is superior personally and culturally and must be protected and defended.

3. Racism: systematic oppression of one race by another. Racism occurs at the individual, interpersonal, institutional, and/or cultural level. Like ethnocentrism, racism may be overt or covert, intentional or unintentional.

4. Prejudice: judgment or opinion about others made before one has the facts, and generalizing and applying that judgment to individuals. Such prejudices may become stereotypes when the judgments and opinions become a fixed image of the characteristics and/or behavior of the members of a group. Stereotypes tend to dehumanize people by ignoring their characteristics as individuals. Bigotry occurs when an individual is intolerant of beliefs and cultures other than his or her own.

5. Discrimination: any kind of action taken to deprive members of a certain group of their civil rights. Civil rights are the freedoms that people are entitled to as members of a community or nation. In democratic societies, civil rights include equal opportunity for schooling and employment, and equal treatment under the law.

As we develop our identities (our consciousness about who we are and how we are alike and different from others), we have varying attitudes toward ourselves and others, and consequently, relate to others in varying ways depending upon our level of identity with the minority or dominant groups. Depending upon our individual differences and our perceptions of whether or not we are in the minority or majority, we may relate to others who are different from us in appreciating or depreciating ways; with anger, anxiety, guilt, fear or tolerance; in oppressing, patronizing, or controlling ways; or in nurturing, inclusive, open relationships.

At the highest levels of identity, we appreciate ourselves and have selective appreciation of others who are from minority and majority groups. We are all, at one time or another, from a minority or majority group. Throughout life, we find ourselves in groups that have members who are like or different from us in age, gender, race, religion, ethnic background, ability or occupation.

The overall affective outcome of interpersonal relationships is caring. Developing an ethic of caring is essential if students are to build healthy relationships with peers, family members, and coworkers. Nell Noddings (1988) has described caring as an ethical orientation to relationships. The ethic for caring is concerned with moral behavior and not just moral judgment. Caring effectively requires interpersonal reasoning, skill, and moral affect. The power and necessity of interpersonal reasoning is described by Kari Waerness:

> Caring is about relations between at least two people. One of them (the carer) shows concern, consideration, affection devotion, towards the other (the cared for). The one needing care is invaluable to the one providing care, and when the former is suffering pain or discomfort, the latter identifies with her or him and attends to alleviating it. Adult healthy people feel a need to be cared for by others in many different situations. Worn out, dejected, tired, depressed--there are many adjectives to describe states in which what we need or desire is for others 'to care for us.' In such situations we may feel that we have a right to our need for care being met. This means there must be others who feel that it is their duty or desire to honor this right (1984, p. 134).

To prepare all students for their teamwork roles in the workplace and their future families, these skills need to be developed now by students who have not developed these skills in their present families and previous school experiences. The quality of life in families and our workplaces depend on the development of these skills and the ethic of caring.

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Learning Activities

1. Caring, respectful relationships

a. Using a dictionary and other available resources, define *caring* and write the definition on the chalkboard, an overhead projector, or a poster: (Suggested definition: *Being concerned about someone or something, acting in a thoughtful way.*)

b. In small groups, examine the following examples of behavior and tell which are examples of caring behavior and which represent uncaring behavior. For those examples that represent uncaring behavior, change the situation to reflect caring behavior. Share responses to the case studies and make a chart about the meaning of caring. On one side, write responses to the statement, "Caring looks like . . ." In the middle, respond to "Caring sounds like. . ." On the other side, "Caring feels like. . ."

(1) Karen is angry with her mother because her mother will not let her attend a concert with her friends. Karen tries to explain her feelings to her mother by saying, "I am really angry that I can't go! I feel that I am old enough to handle the responsibility."

(2) Kyle is on an FHA/HERO skill event team with three other FHA/HERO members. They have a practice after school, but Kyle wants to play basketball with some other friends. He skips the practice.

(3) Mikala has found out that her best girlfriend is talking about her behind her back. After school, she finds the girlfriend and beats her up.

(4) George is really good friends with a group of about four other boys. He wants their respect, so he does whatever they do. Lately, they have been into taking a variety of drugs. George doesn't see any harm in doing whatever the group does.

(5) Bethany and her brother fight over everything, including responsibilities at home and what TV programs to watch. Bethany hates the fighting, so she has decided that she will not speak to her brother at all, nor acknowledge anything he says or does.

Discussion Questions
- *Why is caring important to individuals, families, and society?*
- *What are the short-term and long-term consequences of caring behavior?*
- *What skills do you need to act in caring ways?*

c. Label each of four large posters with one of the following: "Friends," "Parents," "Siblings," and "Boyfriends or Girlfriends." On each poster, list ways to show respect in that type of a relationship. Note things common to all the lists. Explain why it is important to show respect in relationships with others.

Discussion Questions
- *Is showing respect part of a caring relationship? Why or why not?*
- *How does it feel when others are respectful of you? Disrespectful of you?*
- *How can you tell if a relationship is respectful?*
- *Can people have different attitudes about what is respectful behavior in a relationship?*

2. Strategies for relating to those different from self

a. Complete **The Right Answer (p. 62)**. (Note: There is no one right answer. Answers can and should vary.)

Discussion Questions
- *What characteristics of the figures did you use in making your choice?*
- *In what ways are these figures different? Alike?*
- *In what ways can people be different? Alike?*

b. **FHA/HERO:** In small groups, identify a person in the group who is different from the rest of the group in a non-threatening way, such as in height, shoe size, number of siblings, or special talents. Place a large paper circle on the back of each person identified as different by each group. Conduct your chapter meeting and any other related activity. During the meeting and activity, ignore those people with a circle on their back. Offer refreshments to everyone but those ignored. Following the activity, those excluded should list how they felt during the activity and whether or not the exclusion was justified. Each group should identify how they felt during the activity.

Discussion Questions
- *In what ways do you determine if people are like you? Different from you?*
- *How can these categories mislead us?*
- *Have you ever been classified as different before? How did you feel about that experience?*
- *How do we know if our perceptions of others are correct?*

c. Write a story about an experience in which you felt different from everyone around you. Describe your reaction and feelings about that experience. In pairs, share your stories and identify common feelings or experiences.

Discussion Questions

- *What are the advantages of individual differences?*
- *What would it be like if everyone in the world were the same?*
- *What can we learn from our differences?*

d. Complete **Gilbert and The Color Orange (p. 63).**

Discussion Questions

- *Why do you think prejudice exists in our society?*
- *How do we form these judgments?*
- *Why should we avoid these judgments?*

e. **FHA/HERO:** Invite a panel of people who have experienced prejudice due to being different from others. The panel might include a handicapped person, a member of a minority, an elderly person, or a woman. After listening to their experiences, write a story about what it means to be the victim of prejudice.

f. Review each of the strategies listed below for relating to people different from yourself. Write each strategy on a poster and illustrate it with pictures, words, or drawings. Identify the consequences of implementing these strategies for yourself, your family, your community, and the world.

(1) Develop a regard for the interests of others
(2) Seek the perspectives of others
(3) Ask about and understand the traditions and values of others
(4) Empathize with others
(5) Recognize and resist stereotypes and prejudice

g. In small groups, select one of the case studies below and decide the best way to handle the situation, using the **Practical Problem Solving Think Sheet (pp. 37-38)**. Create a skit portraying your solution and the consequences of that action. Perform your skit for the class and justify your solution.

(1) You belong to a tightly knit group of friends from your neighborhood, where you have all grown up together. You go to the same school and spend a lot of time together. A Hispanic family moves into your neighborhood, and they have a son your age. Your friends do not want to include the new person in your group. "Spics can't be trusted," says your friend. At first you go along with the rest of your friends and ignore him. Then your friends begin calling him names and teasing him at school. Next they plan to steal some things from his locker. What should you do?

(2) Your FHA/HERO chapter is having a big Christmas party and you are in charge of planning the activities and getting together some committees to help you. As you are putting up the Christmas tree and manger scene, a committee member approaches you to explain that one member of your chapter is Jewish and another is a Jehovah's Witness. The committee

member explains that she is afraid that these two members will be offended by the Christmas celebration. What should you do?

(3) You have been assigned a seat in study hall next to the new foreign exchange student. She has trouble speaking English, and she dresses completely differently from American students her age. Finally, she has this funny odor about her that you cannot quite place. She seems a little disoriented regarding your school and how to get along in it. She has asked you to help her with the English assignment. What should you do?

(4) You are a male student enrolled in an advance science class. You have been asked to judge the science fair projects with a group of science teachers who all happen to be men. After reviewing all the projects, you select a female student's project as the best. Her project is very challenging, and is related to endocrinology, a field she is interested in as a career. You think her project would be great to represent your school in the statewide contest next month. When you confer with the other judges, none has selected the female student's project, even though hers appears to be clearly better than those they have selected. When you suggest that her project is best, and ask the reasoning behind their selections, the judges reply, "She would not represent the school well at the state contest. The state contestants are traditionally boys, who have a better grasp of science concepts than do female students." What should you do?

Discussion Questions

- *How did you decide to handle this situation?*
- *What values are reflected by your choice?*
- *What are the consequences of your choice?*
- *What can you gain by relating to people different from yourself?*

h. **FHA/HERO:** Read the paragraph below and identify the practical problem described. Invite international students or persons from the community to describe cultural differences. Create a chart contrasting these cultural differences. Make a display entitled, "Communication Across Cultures" for your school building or a community location. Feature pictures, words, and artifacts that illustrate cultural differences.

> Technology has created a global village--one in which Americans are instantly linked with peoples of other nations. Relating to people from other countries can enrich our lives by teaching us about ideas and traditions of other cultures. We may encounter cultural differences in the United States between people from various regions and with differing heritages. Listen to this statement of an international exchange student who is spending the year in the United States, and give possible reasons for the student's reaction: "Everyone, even people I didn't know, smiled at me. It felt strange. I was uncomfortable." Teacher Note: In the United States, friendliness is considered part of popularity and a key for success. In other societies this informal "friendly" behavior is regarded as lacking respect. The desired behavior is one of dignity.

i. **Action Project:** Volunteer for a community or school organization that serves the needs of people different from yourself. Keep a journal describing your interaction with those involved in the project and write an essay describing the skills you developed in relating to people different from yourself.

3. Effective communication strategies

a. Complete **Communication Observation (p. 64).**

b. Write the definition of *effective communication* on the chalkboard. (Suggested definition: *when the receiver interprets the sender's message in the same way that the sender intended it*). Identify the difference between verbal and nonverbal communication and explain how both types contribute to the communication message.

c. Review **Effective Communication Strategies (p. 65).** Using the information from your completed **Communication Observation (p. 64)**, identify specific effective communication strategies you observed.

Discussion Questions
- *Which nonverbal messages do you use most frequently? Why?*
- *What happens when the nonverbal message does not match the verbal message?*
- *Which has more influence, a nonverbal message or a verbal message?*

d. Select one of the following messages and pantomime it for the class until they guess the message. List types of nonverbal communication used in the pantomimes. Explain the importance of these messages to the effectiveness of communication. Identify ways that nonverbal messages may be interpreted differently, such as varying cultural interpretations for nonverbal messages.

(1) Stop!
(2) Good to see you!
(3) I'm bored.
(4) I'm sorry.
(5) I don't want to listen to you.
(6) Don't touch me!
(7) I'm scared!
(8) I'm tired.

e. **FHA/HERO:** In small groups, discuss a decision or issue of interest to chapter members. During the discussion, complete **Communication Activity (p. 66).**

f. Complete **Setting the Stage (p. 67).**

g. In groups of three appoint a sender, a receiver, and an observer. Role-play one of the situations from **Setting the Stage (p. 67)**, and evaluate the effectiveness of the communication using the items from **Effective Communication Strategies (p. 65)**.

h. On a poster, overhead transparency, or bulletin board, write the heading "Communication Roadblocks" and the phrases below. Define each phrase and tell the reason(s) why it is a barrier to communication.

(1) Threatening
(2) Ordering or commanding
(3) Advising or lecturing
(4) Blaming
(5) Judging
(6) Insulting or attacking
(7) Stereotyping
(8) Being sarcastic
(9) Withdrawing or ignoring

i. Complete **Communication Stoppers! (p. 68)**.

Discussion Questions
- *What are the consequences of these roadblocks?*
- *Which roadblocks are you most likely to experience? Why?*
- *What can you do when you receive a communication roadblock?*

j. **Action Project:** Use **Effective Communication Strategies (p. 65)** to evaluate your interpersonal communication skills. Set at least three goals for improving your communication with others. Keep a journal recording your experiences in communicating with friends, family, and others. Write an evaluation of your progress toward your communication goals.

4. Constructive expression of feelings, ideas, and needs

a. List words that describe feelings and compare them to the words listed on the **Feelings Chart (p. 69)**. Explain that feelings, in and of themselves, are neither good nor bad, but the behavior used to express them can be good or bad. List ways that people can express emotions. Circle those ways that might be appropriate and draw a line under those that might be considered inappropriate. Explain how you reached these conclusions.

b. Complete **Communicating Your Feelings and Needs (p. 70)**.

c. For each of the following conflict situations, write a You-message and an I-message. Share your responses with the class.

(1) You attended a party last night with your friend. Your friend started drinking and was acting really obnoxious. You are embarrassed by your friend's behavior and don't want the situation to happen again.
(2) You notice a friend of yours copying answers from your paper during a test. You are afraid that the teacher will see your friend copying and flunk you both for cheating.
(3) You and your coworker are responsible for counting the money in the cash register before you can go home for the evening. You coworker always insists on counting it herself, but she never seems to get it right and you always have to do it over. You are tired of getting home from work late all the time.
(4) You are assigned a group project in speech class, and one member of your group is not doing much toward finishing the project. Your project is due in two days and you don't think he has started it yet.
(5) Your mother refuses to let you attend a school ski trip. You are very angry because all your friends are going.

d. On a poster or and overhead transparency, write the steps for effectively expressing anger (listed below). Explain the importance of each step. Tell why it is important to deal appropriately with an emotion such as anger.

(1) Recognize your anger.
(2) Find a constructive way to release the negative energy of your anger.
(3) Decide why you are angry.
(4) Express your feelings and needs with an I-message.

Discussion Questions
- *What are the consequences of dealing with anger in aggressive ways, such as violence?*
- *What are the consequences of not expressing anger?*
- *Why does anger sometimes lead to violence?*

e. On an index card, describe a situation in which you became really angry with another person. Put the index cards in a large bag. In small groups, select several cards from the bag and choose one of the situations. Create a skit to show appropriate expression of the anger and an effective solution for handling the situation. Perform your skit for the class and explain why your solution is best for all those involved in the situation.

5. Situations when help is needed

a. In pairs, tape a ruler to the inside of each of your right arms, so that you cannot bend the arm. With both of you putting your left hand behind your back, decide how you can eat a package of M&M candy. Explain that this is an example of a situation in which you need the help of another person. Similarly, there are situations in which individuals and families may need the help of others in resolving relationship issues.

b. On the chalkboard or a poster, list examples of problems affecting relationships with others for which individual or families might seek outside help. Categorize these examples according to the areas listed below. Divide the examples among small groups and research sources of help for each example. Make a chart illustrating your findings.

(1) Financial problems
(2) Health and safety problems
(3) Work-related problems
(4) Family relationship problems
(5) Peer relationship problems

Discussion Questions

- *What factors affect whether or not someone would seek outside assistance for a problem?*
- *What might happen if someone needed help but did not seek it?*
- *How does it feel to give help to others? To receive help from others?*
- *How do you know when it is appropriate to seek help for a problem?*

c. In small groups, choose one of the situations below and use the **Practical Problem Solving Think Sheet (pp. 37-38)** to determine what should be done in that situation. Role–play your solution for the class, including asking for outside assistance if necessary.

(1) The Jones family argues a lot. Mr. Jones and his two teenage sons never seem to agree. Sometimes the arguments escalate to the point that Mr. Jones physically abuses his sons. Afterward, Mr. Jones is apologetic and everything seemingly returns to normal. But in a few days, the arguments begin again.
(2) Sandy is a freshman, and up until recently, has never had trouble in school. Lately, her grades have dropped and she is withdrawn. Her mother has noticed money missing from her purse and feels that Sandy may be using drugs. Sandy denies it and refuses to talk to her mother.
(3) David fears that his mother is an alcoholic. When he comes home after school, his mother has usually passed out and his younger sister is taking care of herself. David is afraid that something will happen to his sister when his mother is drunk. When he tries to talk to her about the problem, she claims that no problem exists.
(4) Galen suspects that she is pregnant. She does not want her parents to know. She broke up with her boyfriend several weeks ago and does not see him anymore. Galen feels as if she has no one to talk to about this problem.
(5) Derek is a good student and would someday like to attend college and enter the field of education. He is certain that his parents could not afford to help him with tuition costs, and his present job after school will not allow him to save enough for college.

d. **FHA/HERO:** Develop a pamphlet that could be distributed to chapter members, peers, and community members, noting sources of help for specific individual and family problems.

Assessment

Paper and Pencil

1. Write a paragraph identifying the significance of caring, respectful relationships. Include a definition of caring and respectful behavior toward others and at least three reasons why caring, respectful relationships are important to individuals, families, and society.
2. Given case studies involving differences in age, abilities, gender, and culture, identify at least three strategies for relating to those people who are different from the central character in the case study.
3. Given case studies involving ineffective communication, suggest ways to make the communication more effective.
4. Given situations involving relationships with others, suggest ways to express personal feelings, needs, and ideas constructively.

Classroom Experiences

1. In small groups, decide the best way to handle a situation involving people of different ages, abilities, genders, and cultures. Perform a skit portraying the consequences of the decision for yourself and others, and justify the solution.
2. In groups of three, role–play communication situations and evaluate the effectiveness of the communication using the items from **Effective Communication Strategies (p. 65).**
3. In small groups, choose a situation and create a skit to show appropriate expression of anger and an effective solution for handling the situation. Perform your skit for the class and explain why your solution is best for all those involved in the situation.
4. In small groups, role–play the situation of seeking outside assistance for a personal or family problem.

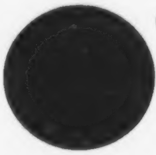
Application to Real-life Settings

1. Volunteer for a community or school organization that serves the needs of people different from yourself. Keep a journal describing your interaction with those involved in the project and write an essay describing the skills you developed in relating to people different from yourself.
2. Use **Effective Communication Strategies (p. 65)** to evaluate your interpersonal communication skills. Set at least three goals for improving your communication with others. Keep a journal recording your experiences in communicating with friends, family, and others. Write an evaluation of your progress toward your communication goals.

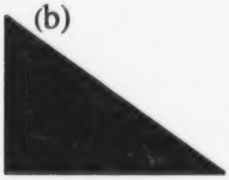
THE RIGHT ANSWER

Directions: Five figures are shown below. Select the one that is different from all the others.

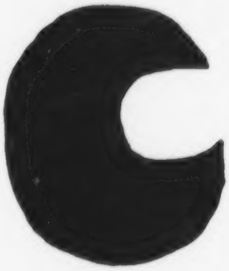
(a)



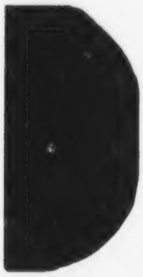
(b)



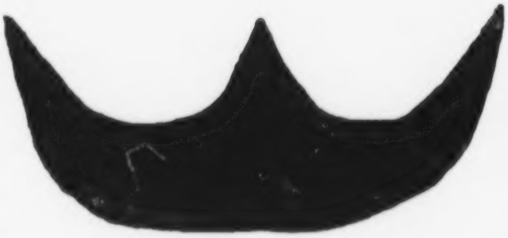
(c)



(d)



(e)



Source: Unknown

GILBERT AND THE COLOR ORANGE

Read the story below and complete the group discussion questions.

Gilbert hated the color orange. He learned to hate it when he was a young child. In fact, he couldn't remember a time when he didn't hate it.

Now Gilbert had never actually been around anything that was orange. He certainly didn't have anything orange in his house. But his parents hated orange and so did the rest of his family, so Gilbert knew the color was not to be trusted.

Gilbert went through life avoiding orange. He never tasted the juicy sections of the orange fruit or smelled an orange flower. He never drew with an orange crayon or wore an orange shirt. He never carved an orange pumpkin or watched the sun set in an orange sky. For Gilbert, orange pop, orange-flavored sherbet, and orange candy were out.

In high school, the rest of Gilbert's friends signed up for the basketball team, but Gilbert stayed home. The idea of dribbling an orange basketball down the court made him shudder. "Why don't the others understand how horrible orange is?" Gilbert thought.

Because Gilbert hated orange, he missed out on a lot. He feared the color and kept away from it whenever he could. In fact, Gilbert grew to be an old man without ever really tasting or touching or smelling any of the enjoyable orange things in the world.

Gilbert's attitude toward the color orange in the story above is called prejudice–that is, Gilbert "prejudged" the color orange before he ever had a chance to know, from experience, what it was like.

Thinking It Through

Sometimes we have prejudice toward other people or groups of people. We "prejudge" them without any evidence from personal experience to tell us what they're really like. Our prejudices are unreasoned and sometimes unreasonable. They can hurt us and others.

In small groups, make a list of the consequences of prejudice for those being "judged." Then list the consequences of prejudice for those doing the judging. Share lists with the class. On the back of this page, describe a time when someone "prejudged" you wrongly. How did you feel? What happened? Then describe a time when you "prejudged" someone else wrongly. How did you feel? What happened?

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COMMUNICATION OBSERVATION

Directions: View a videotape or film about the interaction between family members or friends. Complete the items below to focus on the communication between the characters in the program.

1. Describe the situation you observed.

2. List the names of the principle characters.

3. Complete the chart below, listing at least five specific situations in which a character was trying to communicate a message to another character.

Situation:	Message Being Communicated:	Ways Message Was Being Communicated:

4. Of the characters in the program, which ones were the most effective in communicating their message to the other characters? Why were they effective?

5. Which characters were the least effective in communicating their message to other characters? Why were they ineffective?

EFFECTIVE COMMUNICATION STRATEGIES

Communication involves both sending and receiving messages. The items on the checklist below contribute to clear communication.

TO SEND MESSAGES

- Choose a time and place that will enhance the communication.
- Consider the perspective of the receiver when phrasing your messages.
- Accurately describe your ideas, perceptions, feelings, and needs without implying judgment.
  - "I feel . . ."
  - "I want . . ."
  - "In my view . . ."
- Make your verbal and nonverbal messages match. Consider
  - Eye contact   Gestures   Voice tone   Posture   Facial expressions

TO RECEIVE MESSAGES

Focus:

- Be attentive and show interest with nonverbal messages. Consider
  - Eye contact
  - Posture
  - Gestures
  - Facial expressions
- Listen without interrupting.
- Control or ignore distractions.

Acknowledge:

- Make brief comments to show interest, such as
  - "I see."
  - "Uh-huh."
- Reflect or restate the message to clarify the sender's message without making a judgment.
  - Repeat what you hear in your own words.
  - Recognize the sender's feelings such as, I understand you are upset" or "I appreciate how you feel."
  - Repeat exact phrases.

Clarify:

- Draw out additional information to improve your understanding.
  - "Tell me more . . ."
  - "Do you mean that . . . ?"
  - "I'm not sure I understand."
  - "Are you feeling . . .?"
  - "Would you like to talk about it?"
  - "Let's discuss it further."

COMMUNICATION ACTIVITY

During a small-group activity, conduct this experiment to test the effect of nonverbal messages on communication. Select one person from each group in the class and assign each of them one of the roles listed below. After completing the experiment, use the back of this paper to respond to the questions below. Share your group's findings with the class.

Role 1: Too Close for Comfort
During the discussion with your group, slowly move closer and closer to one member of the group until you make her or him uncomfortable enough to move back away from you. Then move closer to them again. After someone moves back from you twice, change and move closer to someone else. All the while, continue to discuss the subject normally. Don't indicate what it is that you are doing (invading personal space).

Role 2: Devil's Advocate
During the discussion, disagree with the opinions of others in the group. Make your disagreement seem as sincere as possible. Watch for the body language that the other person uses as he or she deals with your disagreement.

Role 3: The Evil Eye
During the discussion, stare at one of the other people in the group for several minutes. Try to make this seem as natural as possible. Watch for his or her nonverbal reactions. Then shift your gaze to someone else for several minutes.

Role 4: Reach Out and Touch Someone
During the discussion, sit or stand beside someone you don't know very well or spend much time with. As naturally as possible, reach out and touch this person several times. (Clean a piece of lint off their clothing, fix crumpled clothing, etc.) Watch for the person's reaction. Then try it on someone else in the group.

Role 5: Time Out
During the discussion, take out a book or magazine and read. Comb your hair, write a letter to a friend, or reorganize your notebook. Pay absolutely no attention to the discussion.

1. Describe how group members reacted to the particular behavior tested in your group.
2. Describe the types of nonverbal communication you observed as group members reacted. Consider the following:
   - Eye contact
   - Facial expression
   - Head movements
   - Posture
   - Hand gestures
   - Personal space
3. Describe the verbal communication you observed as group members reacted.
4. Was the behavior tested in your group appropriate for small-group interaction? Why or why not?
5. What verbal and nonverbal communication behaviors enhance small-group interaction?
6. Give some examples of communication you see on a day-to-day basis. Which behaviors are effective? Ineffective?

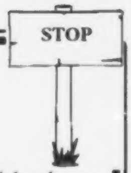
Adapted from *Colorado Core Curriculum: Relationships.* Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

SETTING THE STAGE

Directions: We all "set the stage" for communication by certain things we say and do to establish a particular mood. Read the stage you will try to set in the left-hand column, then try to imagine what you would say and do to establish the right mood, both verbally and nonverbally.

STAGE The stage you'll try to set	**VERBAL** What would you say to set the stage?	**NONVERBAL** What would you do to set the stage?
You're upset with your boyfriend or girlfriend–you're going to try to confront the issue.	____________________	____________________
You want your boyfriend or girlfriend to take you to a special movie–you want to persuade him or her to take you.	____________________	____________________
You want to ask your sister or brother to borrow something–you want to ask a favor.	____________________	____________________
You've had a big argument with your boyfriend or girlfriend–you want to make up.	____________________	____________________
Your best friend is really upset about something and you don't know what it is–you want to open her up to talk to you.	____________________	____________________
You're extremely angry! Your parent wants to help you talk it out–but you want to be left alone.	____________________	____________________

Adapted from *Colorado Core Curriculum: Relationships.* Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.



COMMUNICATION STOPPERS!

For each statement listed below, write the name of the communication roadblock it represents. Then write additional examples of statements, and identify which roadblocks are represented by each of them.

Communication Roadblocks

Stereotyping
Withdrawing or ignoring
Advising or lecturing
Blaming
Threatening
Insulting or attacking
Ordering or commanding
Being sarcastic
Judging

1. "If you don't help me, I'll never speak to you again." __________
2. "You should go right over and tell her how you feel." __________
3. "It's your fault that this happened in the first place." __________
4. "You idiot!" __________
5. "Girls aren't as good at sports as guys." __________
6. "You shouldn't treat other people that way." __________
7. "I don't want to talk about it. Just leave me alone." __________
8. "Oh sure! I'd love to jump off a cliff!" __________
9. "Hang up that shirt!" __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________

FEELINGS CHART

Happiness	Sadness	Anger	Love and Friendship	Fear	Distress
High level of feeling					
elated	miserable	fuming	adoring	dreadful	anguished
giddy	crushed	furious	devoted	panicky	disgusted
overjoyed	worthless	outraged	passionate	horrified	speechless
radiant	humiliated	incensed	amorous	terrified	tormented
ecstatic	depressed	burned up	tender	petrified	sickened
jubilant	helpless	hateful	ardent	desperate	afflicted
Moderate level of feeling					
tickled	forlorn	disgusted	caring	alarmed	badgered
glowing	burdened	irritated	dedicated	fearful	bewildered
excited	slighted	aggravated	generous	jittery	confused
joyous	abused	biting	loving	strained	disturbed
bubbly	defeated	hostile	empathic	shaky	impaired
delighted	dejected	riled	considerate	threatened	offended
Low level of feeling					
amused	resigned	peeved	warm	uneasy	silly
cheerful	apathetic	bugged	amiable	tense	foolish
pleased	blue	annoyed	civil	timid	unsure
relieved	gloomy	ruffled	polite	anxious	touchy
glad	ignored	nettled	giving	nervous	lost
serene	glum	cross	kindly	puzzled	disturbed

From Skills for Living: *Group Counseling Activities for Young Adolescents* (p. 24) by R. S. Morganett, 1990, Champaign, Il: Research Press. Copyright 1990 by R. S. Morganett. Reprinted by permission.

COMMUNICATING YOUR FEELINGS AND NEEDS

One way to let others know your feelings and needs is to use an I-message. An I-message is a statement of your feelings and a description of what you want without placing blame or judging someone else's behavior.

I-messages are different from You-messages. You-messages tend to evoke blame, resentment, and defensiveness, while I-messages tend to evoke understanding, empathy, and a willingness to see the other's point of view.

An example of a You-message is:	**An example of an I-message is:**
You are a liar! You better never lie to me again, or else.	I am disappointed you didn't tell me the truth. I would like you to tell me the truth because I want to be able to trust you.

To develop your own I-messages, complete the phrases: *I feel . . . I want . . .* Read the following "You" messages on the left and replace them with "I" messages on the right.

A. Situation 1: Boyfriend has just arrived late for the third time.
You–message: "Why do you always have to be late? You don't care about me at all."

I–message: I feel____________________. I want____________________.

B. Situation 2: Friends are discussing what they'd like to do. One friend keeps interrupting the other friend.
You–message: "You're always interrupting me!"

I–message: I feel____________________. I want____________________.

C. Situation 3: A brother is making so much noise that his sister can't hear her friend over the phone.
You–message: "Do you have to be so loud?"

I–message: I feel____________________. I want____________________.

D. Situation 4: A friend has betrayed the confidence of another friend and told others something she promised to keep a secret.
You–message: "Why can't you keep your stupid mouth shut?"

I–message: I feel____________________. I want____________________.

E. Situation 5: A friend is always taking her friends clothes without asking, she doesn't take any responsibility for returning them clean.
You–message: "You're always wearing my clothes."

I–message: I feel____________________. I want____________________.

Assuming a Leadership Role

PROCESS MODULE 4

Module Overview

Practical Problem: What should I do regarding assuming a leadership role?

Process Competency 0.0.4: Assume leadership role as a responsible family member and citizen

Competency Builders:

0.0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
0.0.4.2 Evaluate societal conditions affecting personal, family, and community well-being
0.0.4.3 Describe visions and goals for families, student organizations, and work groups
0.0.4.4 Evaluate consequences of cooperative and uncooperative actions
0.0.4.5 Cooperate with others to achieve group goals
0.0.4.6 Use planning processes to establish and achieve individual and group goals

Supporting Concepts:

1. Groups
2. Cooperation
3. Ways to cooperate with others in a group
4. Planning process
5. Leadership
6. Citizenship
7. Societal conditions affecting personal, family, and community well-being

Teacher Background Information

Rationale

Leaders are needed wherever there are groups of people. Empowering leaders rather than authorities is especially needed in our complex, changing global age. Authorities have power over people, but true leaders empower people to shape their own vision and goals and work toward achieving those goals. Leadership must be developed in families and other groups with real issues and concerns. Historically, many people believed that leaders were born, not made, and that great leaders were discovered, not developed. However, there is now "consensus among social scientists that leadership skills and competencies are not inherited from one's ancestors, that they do not magically appear when a person is assigned to a leadership position" (Johnson & Johnson, 1987, p. 119).

Leadership development is ultimately self-development, and can be enhanced in a variety of settings. Teachers, employers, and other leaders who have high expectations and support the self-development of those they lead can help others develop confidence in their ability to lead and make a difference. Parents, however, are perhaps the most influential in developing leadership abilities. One researcher concluded that formal education, mentoring, and other activities in adult life have less influence on the development of leadership ability than parental expectations and values and skills reinforced very early in life (Kouzes & Posner, 1987).

Most young people face the challenge of genuine leadership for the first time in their teenage years. During this important time in their lives, young people need guidance and encouragement to experience the realities and rewards of participatory, shared leadership. Family, educational settings, and student organizations--such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)--can provide the laboratories for developing the values, beliefs, and skills underlying empowering participatory leadership. Through shared leadership experiences in these settings, young people can discover that they can make a difference in the well-being of those around them.

Background

Our democratic society is made up of many groups: private groups, such as families, and public groups, such as neighborhoods, cities, states, and nations. Within communities are civic, social, educational, professional, and religious organizational groups. The purpose of these groups is to help people meet their needs for love, caring, sharing, giving and receiving, and belonging, and to resolve family or public issues facing group members.

By joining together, group members are more likely to have their needs met than if they try to meet their needs alone. Many human needs, such as loving, caring, sharing, and giving and receiving, can be met only through groups, such as the family or social or religious groups. To resolve issues affecting group members, groups need to (1) complete tasks and (2) maintain effective working relationships between the members.

Leadership is the process of helping a group shape a vision of its purpose and goals, and of getting people--both inside and outside the group--to commit and recommit themselves to accomplishing that vision (Woyach, 1991). Effective leadership styles, regardless of the personality or style of the leader, satisfy the group members' needs, achieve their goals, and build the group members' abilities and self-esteem. Leaders who empower others help group members feel confident to act on their own authority--on their own judgment--and support the decisions made, even if the decisions are mistakes. True leaders view mistakes as opportunities for learning rather than as opportunities for humiliation (Aburdene & Naisbitt, 1992).

Leaders are needed in groups to help group members shape a shared sense of purpose or vision, get things done to meet their needs and goals, and create a cooperative relationship between members. Shared participatory leadership, one of the three leadership styles shown in Figure 1, has been shown to be the most effective in increasing production, innovation, and responsible self-direction and initiative (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987). Shared leadership means:

1. All group members can and should perform leadership functions appropriate to each person and to group needs. Any member can influence group behavior.
2. The leader of the group encourages other group members to make decisions and initiate action without seeking the leader's approval (Carnevale, et al., 1990).

Figure 1
Three Leadership Styles

Management: Leadership:
Authority Power<-->Empowering Others

Director Style<-------------Shared Democratic Style------------>Delegator Style

Control	Involve	Inspire
Direct	Cooperate	Influence
Supervise	Negotiate	Delegate
Oversee		Explain
	Organize	
Goal:		
Dependent Members	Empowered, Interdependent Members	Empowered, Independent Members

Thus, different members of a group can share leadership by assuming the behaviors needed to lead to the success of the group. For example, in families each spouse may assume behaviors necessary to complete food-preparation or money-management tasks at different times in the family life cycle, and similarly, each may assume nurturing or caring behaviors to maintain collaborative relationships in the family. In social or civic groups, each group member may become a leader by proposing activities to complete a task, or to reduce tensions between other group members.

Strong, healthy families--our smallest democracies--are characterized by interactive shared leadership styles. For instance, healthy families allow all members of the family to be included in family problem solving when they are likely to have an opinion. Such interactive, participatory, shared leadership has been shown to be effective in all types of groups and organizations in increasing the responsible self-direction, initiative, and morale of all group members and the quality of decisions and work (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987).

Responsible citizenship in a democratic society involves individual accountability and action for the common good of the group. Being a responsible family member requires taking action for the common good of the family--not action for the good of individuals in the family to the detriment of another family member or the family as a whole. Similarly, being a responsible citizen requires taking action for the common good of community members. Responsible citizenship begins in families as children learn to care for themselves, family members, pets, their home, and neighborhood.

Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs. Such action can range from providing social services to those in need of mercy and compassion, to working for social justice for those being oppressed, mistreated, or denied their rights. Such social-justice action might take the form of advocating justice in individual cases or working for public policy change. Social action for public policy development, like other responsible citizenship, should bring about change and transformation for the good of citizens in the community, state, nation, or world.

Assuming a Leadership Role

PROCESS MODULE 4

To successfully bring about social change, six principles of social transformation provide guidance for social action (Aburdene & Naisbitt, 1992). Responsible citizens

1. Use a win-win perspective rather than a win-lose perspective
2. Begin at the grass roots rather than at the top
3. Use what works (and is right) rather than what is "politically correct"
4. Work toward choice rather than from bureaucratic limitations
5. Become advocates rather than victims
6. Invest in entrepreneurs rather than providing government aid

More than ever before, shared democratic leadership is needed in families, workplaces, communities, and government at all levels. Such responsible citizenship will bring about the social action and change that is needed for the common good of our global community.

Vocational student organizations provide a unique program of career and leadership development, motivation, and recognition exclusively for middle and junior high, secondary, postsecondary, adult, and collegiate students enrolled in vocational education programs. The U.S. Department of Education recognizes vocational student organizations as integral to the vocational education program.

FHA/HERO encourages personal growth, leadership development, family and community involvement, and preparation for the multiple adult roles of wage earner, community leader, and family member. Involvement in FHA/HERO offers members the opportunity to expand their leadership potential and develop skills necessary in the home and workplace for life-planning, goal setting, problem solving, decision making and interpersonal communication.

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Learning Activities

1. Groups

a. Ask each member of your class to bring an object that represents a group to which he or she belongs. Examples of objects might be a helmet representing a football team, a photograph representing a family, a pin representing membership in an organization, or a flag representing citizenship in a state or country. Make a display of the items. In small groups, see how many different examples of groups you can list in two minutes. Share the lists with the class and present an award to the group with the longest list. Identify the two major purposes of groups: to help meet people's needs and to resolve issues. Create examples of how the groups listed fulfill these purposes.

b. Read the case studies below and identify the goals of the various groups. Choose a group to which you belong and identify that group's goals . Share your responses with the class.

(1) Juanita is a single mother with two children, ages 8 and 12. She works as a sales representative for a pharmaceutical company. Her job allows her to support her family financially and provides them with important health benefits.
(2) The Fenway High School FHA/HERO chapter recently organized and is planning its activities for the year.
(3) The people in Penny's neighborhood are concerned about the number of crimes committed in the last year. Many of the neighbors have been robbed or assaulted coming in and out of their apartment building. Penny organized a neighborhood committee, and their first meeting is coming up soon.
(4) Ten high school students organized a community recreation board last year, which has been funded by the city council. The board members are concerned about a lack of drug-free and alcohol-free activities on the weekends. They plan to establish a youth center and schedule activities for teens throughout the city.
(5) The North High School soccer team is organizing for the season and practices each night after school. They didn't win many games last year, but the coach hopes to develop a greater sense of teamwork and have a successful season.

Discussion Questions
- *Why are each of these groups important to the group members? The community?*
- *What would happen if these groups did not achieve the goals you have identified?*
- *What skills will these group members need to help the group achieve its goals?*

c. **FHA/HERO**: In small groups, use a current FHA/HERO Fact Sheet to answer the following questions about FHA/HERO. Each group will receive one inflated balloon. As soon as each member of the group has the answer to each question written, the group may break the balloon.

(1) What is the mission of FHA/HERO?
(2) What are the purposes of the organization?
(3) What are the requirements for membership?
(4) What is the theme of FHA/HERO?
(5) What are the five levels of involvement?
(6) What is the Ohio FHA/HERO state theme for this school year?
(7) What are this year's state FHA/HERO projects?

Discussion Questions
- *What are the benefits of membership in this group?*
- *What values are reflected in the mission and purposes?*
- *How would membership in this group develop your group skills?*

d. **FHA/HERO:** Using state FHA/HERO resources, research how to affiliate as a FHA/HERO chapter at the state and national level. List the advantages of becoming affiliated and formulate ways to pay for member dues.

e. **FHA/HERO:** Using information obtained from state and national FHA/HERO resources, complete an FHA/HERO that is designed to help new members learn about the FHA/HERO organization, such as the Step One Project.

f. **FHA/HERO:** Make a large chart with a column for each of the levels of involvement in FHA/HERO: chapter, district, regional, state, cluster, and national. After examining programs of previous meetings, records or scrapbooks of previous FHA/HERO chapters, and local, state, and national handbooks, develop a chart showing the activities that you and your chapter members could participate in at each level of involvement. Display the chart around the room. Give each chapter member five colored stickers. Ask all chapter members to place their stickers beside the five activities on the charts in which they would most like their chapter to participate. Set goals for your chapter based on the results of this survey.

g. **FHA/HERO:** In small groups, select one of the areas for chapter activities listed below and set a goal for your FHA/HERO chapter for that area during the coming school year. For each goal, establish the activities that will need to be accomplished to reach the goal. Share your work with the class and prioritize the goals you want to work on this year. Using the award of merit Criteria Rating Sheet available in a *Regional Rally Skill Event Manual*, evaluate your effectiveness in planning a well-rounded program.

(1) Chapter recognition
(2) State projects

(3) Membership
(4) Chapter and class activities
(5) Community projects

2. Cooperation

a. In small groups of six, complete the **Puzzle Activity (p. 85).** Choose one person to play the role of the observer described in the directions for the activity. If possible, videotape the group during the activity. Teacher's Note: Use **Puzzle Activity: Directions for Making Puzzles (p. 86)** to prepare the puzzles prior to the activity.

b. Write the definition of the word *cooperation* on the chalkboard (Suggested definition: *People working together toward a common goal*). View the videotape of the previous activity and identify examples of cooperative behavior. Make a chart describing cooperative behaviors. Label one side of the chart "Cooperation looks like. . ." and the other side of the chart "Cooperation sounds like. . ." Post your chart in the classroom.

Discussion Questions
- *Why was cooperation important in this activity?*
- *What happened when group members were uncooperative?*
- *What are the benefits of cooperation?*
- *In what other situations is cooperation important?*
- *How could you use cooperative behaviors at home? At school? With friends?*

c. Effective groups often have rules to encourage cooperation between group members and thereby facilitate the accomplishment of group goals. Make a large poster for each of the following types of groups: Families, Peer Groups, School or Community Organizations, and Government Groups. On each chart, list examples of rules or expectations that the group could use that facilitate cooperation. For instance, government groups expect respect for the speaker and allow majority rule with minority rights. A family group may expect that each family member has a right to express his or her opinion but must respect the decision of the parent or family group.

Discussion Questions
- *What would happen if group members in these groups were uncooperative?*
- *Why are these rules or expectations about cooperation important to each group?*
- *What are the benefits of cooperation for each of these groups?*

3. Ways to cooperate with others in a group

a. Review **Increase Your Skill as a Group Member! (p. 87),** and explain how each behavior on the list would facilitate cooperation between group members. Identify reasons why these traits would be important to family groups, peer groups, school or community organizations, and government groups.

b. Review **Parliamentary Procedure (p. 88).** Explain how this process facilitates cooperation and thereby allows groups to accomplish goals.

c. **FHA/HERO:** Participate in a mock chapter meeting, including the opening and closing ceremony, the use of an agenda, and parliamentary procedures typically used during meetings (**Parliamentary Procedure (p. 88)** and **The Mechanics of a Main Motion (p. 89)**). Arrange the room to facilitate the meeting, place the procedures for the opening and closing ceremony on an overhead transparency, and distribute copies of a sample agenda. As part of the meeting, elect chapter officers or class representatives and plan your next monthly meeting.

Discussion Questions
- *In what ways did this chapter meeting fulfill the goals of your FHA/HERO chapter?*
- *How did this chapter meeting reflect cooperation?*
- *How does parliamentary procedure support the process of working together as a group?*

d. Create a list of situations in which families might need to hold a meeting of family members. Identify a set of rules or procedures to encourage cooperation at family meetings, and write them on a large poster. In small groups, create a family situation, assign family roles to each group member, and conduct a family meeting using the rules or procedures identified on your poster.

Discussion Questions
- *Why should families hold family meetings?*
- *How can family meetings help achieve a family's purpose and goals?*
- *What are the most important guidelines for conducting a family meeting?*

e. **FHA/HERO:** Select a puzzle piece that has part of a case study on the back. Find the other class members who have the puzzle pieces that will complete the picture, then read the case study. After reading your case study, determine whether or not this group is cooperating effectively to achieve group goals. Identify those behaviors that are blocking the group and suggest behaviors that would make the group more effective. Share your case study and suggestions with the class. Some suggested case studies follow.

(1) The members of your skill-event team are feeling frustrated. One member is constantly missing practices after school, even though he promises to be there.
(2) Your FHA/HERO chapter recently elected a president who seemed to really want the office. Now that it's time to get to work, however, she delegates the work to everyone else and doesn't do anything herself.
(3) The fund-raising committee is in charge of a candy sale this month and the chair of the committee is such a perfectionist that he wants to do everything himself. The other committee members want to help, but the chair always claims, "I can take care of that."

(4) Whenever the president of your chapter conducts a meeting, one group of friends will never listen to what's going on. Consequently, the president has to repeat what is being said. At times it is difficult for other members to hear. In addition, this group seems to have little time for any of the chapter activities, and rarely volunteers to help.

f. **Action Project:** Select a group to which you belong, such as your family, a school organization, or a community group. Write a description of that group's purpose and goals. Keep a record of your involvement in that group, describing your responsibilities and interaction with other group members. Using **Increase Your Skill as a Group Member! (p. 87)**, evaluate your role as a member of that group. Write a paragraph summarizing your strengths as a group member and the areas in which you would like to improve.

4. Planning process

a. Using a state or national FHA/HERO manual, identify the steps in the FHA/HERO planning process. Design a poster with these steps and display it in the classroom. Watch a demonstration on the use of these steps, then select one of the planning opportunities listed below and develop a plan for the activity using the steps of the FHA/HERO planning process.

(1) You and your friend would like to start a babysitting service for your neighborhood.
(2) Your family members are concerned about the amount of garbage they throw away each week, and would like to contribute to a better environment.
(3) You are a student council member. The group would like to develop a campaign to encourage students to stay in school.
(4) You and two other students in health class have been assigned a project. You are to make a presentation on sexually transmitted diseases.

b. **FHA/HERO**: In small groups, form one of the committees identified below and use the planning process to plan an activity related to your committee assignment. Present a report on your plan to your chapter.

(1) Agenda Committee: Develop monthly classroom programs for chapter meetings
(2) Finance Committee: Develop fund–raising ideas for projects and programs
(3) News Reporters: Develop publicity ideas for projects and programs
(4) Social Committee: Plan chapter's social activities

Discussion Questions
- *How did your committee use the planning process?*
- *Did your committee members work well together? Why or why not?*
- *How does having committees help the larger group that they come from?*
- *What happens to the goals of the larger group when committees do not complete their assigned tasks?*

c. **FHA/HERO:** Using the planning process, plan a class or chapter breakfast for before school one morning. Welcome class members with juice and breakfast finger foods and present them with locker signs and FHA/HERO badges indicating their FHA/HERO membership.

5. Leadership

a. Complete **My Personal Thoughts on Leadership (p. 90)**. In small groups, share definitions of *leadership* and make a list of leadership skills identified by group members. Share your responses with the class. Compare your responses to **Shared Leadership for Family, Work, and Community Life (p. 91).**

Discussion Questions
- *Why is leadership important to families, groups, communities, the world?*
- *What would happen if leaders in families, groups, or communities did not hold the values reflected in shared leadership?*
- *What can you do to become an effective leader for your family, your community, and other groups to which you belong?*

b. Design a bulletin board entitled "All-Star Leaders." Feature local, national, and/or historical leaders with pictures and descriptions of each leader. Explain how each leader reflects the values, beliefs, and skills of shared leadership. Identify the consequences of their leadership for families, groups, and communities.

c. **FHA/HERO:** Invite a state FHA/HERO officer from your region or a leader in your community to conduct for your chapter a workshop entitled "Developing Shared-Leadership Skills." Summarize what you have learned from this workshop using the open-ended statements below.

(1) Learning shared-leadership skills is important to me because. . .
(2) Three things I want to do to improve my shared-leadership skills are . . .
(3) Today I learned. . .
(4) When I used to think about leadership, I. . .but now I know. . .
(5) The best part of this workshop was. . .

d. **Action Project:** Using the National FHA/HERO Power of One project, develop a goal to improve your shared-leadership skills. Create an action plan to meet your goals. Keep a record of your activities, complete the project requirements, and receive local recognition for accomplishing your goals.

6. Citizenship

a. In cooperative learning groups, use words, pictures, and drawings to create a poster about what it means to be a citizen in one of the groups listed below. Your poster should reflect the qualities you believe are important for a good citizen and specific behaviors that reflect good citizenship in that particular group. Explain your poster to the class. Display all the posters in the classroom. Summarize the qualities of a good citizen and the behaviors that reflect good citizenship. Using these lists, develop a class definition of good citizenship.

(1) Family
(2) School
(3) FHA/HERO chapter
(4) Work
(5) Community
(6) World

Discussion Questions

- *Why is good citizenship important to each of these groups?*
- *What universal values are reflected in the behavior of good citizens?*
- *Is the meaning of good citizenship different for various cultures, ethnic groups, or nationalities? Why or why not?*

b. **FHA/HERO:** Part of being a good citizen means making a contribution toward the goals of the group. Complete **Member Participation Checklist (p. 92)** to determine ways that you would like to be involved as a good citizen in your FHA/HERO chapter.

c. Invite a panel of representatives of local service organizations or programs who coordinate volunteers to discuss the importance of volunteering to the volunteers, the organizations or programs, and to the community. Explain how good citizenship is reflected in volunteering. Compare the profile of volunteers presented by the panel with the statistical profile of volunteers below.

(1) 63 percent are employed.
(2) 45 percent are male.
(3) 26 percent give one to three hours per week, 8 percent give four to six hours, and 10 percent give seven or more hours
(4) 91 percent give charitable contributions in contrast to 66 percent of non-volunteers
(5) 66 percent are volunteering more (or the same amount) as three years ago
(6) 28 percent live in towns with populations of less than 2,500
(7) 52 percent have a high school education or less
(8) 47 percent have a household income of less than $20,000
(9) 17 percent have a household income of less than $10,000

Source: D. Vineyard *Marketing Magic for Volunteer Programs.*
Chicago, Illinois: Heritage Arts Publications, 1984.

d. **FHA/HERO:** Develop a directory of volunter opportunities for the community in which you live. Include the organization's name, complete address, contact person, and telephone number and a short job description of the volunteer activities for each organization. Distribute the directory to students at your school.

c. **Action Project:** Participate in a volunteer experience and keep a journal recording activities you performed. Write a paper summarizing how your volunteer experience benefited you, others, and the community. Explain how this volunteer experience reflects good citizenship.

7. Societal conditions affecting personal, family, and community well-being

a. Collect and display newspaper or magazine articles highlighting current issues that affect you, your family, and your community. Collect additional pamphlets and information about these issues and include them in a display. In small groups, choose one of these issues and make a chart explaining how each issue affects yourself, your family, and the community. Display your chart in the classroom.

Discussion Questions

- *Why should you be concerned about these issues?*
- *Did these same issues exist ten years ago? Fifty years ago? One hundred years ago? Why or why not?*
- *How can you take a leadership role in resolving these issues?*

b. **FHA/HERO:** In three groups, select one FHA/HERO state project that reflects a societal issue of particular concern to group members. Using the *FHA/HERO Regional Rally Skill Event Manual*, use the planning process to develop activities to meet the evaluation criteria of the skill event State Projects Display. Set clearly defined goals for specific classroom activities that illustrate the state project. Present your ideas to the class and carry out the project.

Discussion Questions

- *How will your activities for this project have an impact on this societal issue?*
- *Who will benefit from your project?*
- *What will you learn from participating in this project?*

c. **Action Project:** Select a societal condition that is of particular concern to you. Collect information regarding that condition and identify local organizations or programs that are addressing that condition in your community. Identify ways that you can take action to deal with this problem. Keep a journal detailing your involvement with the issue.

Assessment

Paper and Pencil

1. Without the aid of references, identify at least three ways to be a responsible citizen in each of the following settings: at home, at school, at work, and in the community.

2. Given sample societal conditions, evaluate how each condition would affect the well-being of the following: individuals, families, and the community.
3. Given case studies of families, student organizations, and work groups, describe the visions and goals of each group.
4. Given examples of cooperative and uncooperative actions, identify the consequences of each action for those involved.
5. Identify at least five behaviors that can be used to cooperate with others to achieve group goals.
6. Given a case study, use the planning process to establish a plan to achieve individual and group goals.

Classroom Experiences

1. In small groups, set a goal for your FHA/HERO chapter for the coming school year. For each goal, establish the activities that will need to be accomplished to reach the goal.
2. Given a case study of family, school, or community groups, use the planning process to plan an activity for that group.
3. In small groups, form a committee and use the planning process to plan an FHA/HERO chapter activity. Present a report of your plan to the class.
4. In cooperative learning groups, use words, pictures, and drawings to create a poster about what it means to be a citizen in one of the following groups: family, school, FHA/HERO chapter, work, community, or world. Your poster should reflect the qualities that you believe are important for a good citizen and the specific behaviors that reflect good citizenship in that particular group.
5. In small groups, choose five social issues affecting personal, family, and community well-being and make a chart listing the consequences of each issue for yourself, your family, and the community.

Application to Real-life Settings

1. Use the planning process to plan and carry out a chapter activity.
2. Select a group to which you belong. Write a description of that group's purpose and goals. Keep a record of your involvement with that group, describing your responsibilities and interaction with other group members. Using **Increase Your Skill as a Group Member! (p. 87)**, evaluate your role as a member of that group. Write a paragraph summarizing your strengths as a group member and the areas in which you would like to improve.
3. Develop a goal to improve your shared leadership skills. Create an action plan to meet your goal. Keep a record of your activities, and evaluate your progress toward your goal.

4. Develop a directory of volunteer opportunities for the community in which you live. Include the the organization's, name complete address, contact person, and telephone number and a short job description of the volunteer activities for each organization. Distribute the directory to students at your school.

5. Participate in a volunteer experience and keep a journal recording the activities you performed. Write a paper summarizing how your volunteer experience benefited you, others, and the community. Explain how this volunteer experience reflects good citizenship.

6. Select a societal condition that is of particular concern to you. Collect information regarding that condition and identify local organizations or programs that are addressing that condition in your community. Identify ways that you can take action to deal with this problem. Keep a journal detailing your involvement with the issue.

PUZZLE ACTIVITY

Instructions to the Group
You will receive a packet from your teacher containing five envelopes, each of which contains pieces of cardboard for forming squares. When your teacher gives the signal, your task is to form five squares of equal size. The task will not be completed until all the pieces have been used and each person in the group has a perfect square in front of him or her that is the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this activity:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him or her a card.
3. Members may, however, give cards to other members.

Instructions to the Group Observer
Your job is to observe the group and make sure each participant follows the rules:

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his or her puzzle, even if he or she has already formed a square.

As an observer, consider the questions below. Be prepared to report your findings following the activity.

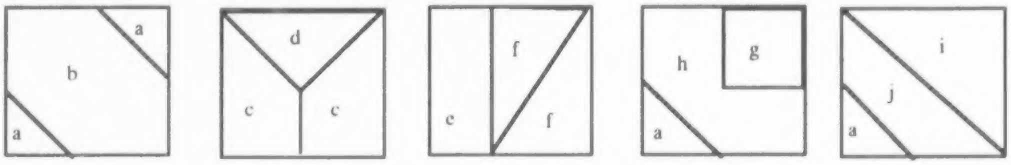
1. Were group members willing to give away pieces of the puzzle?
2. Did anyone finish the puzzle and then refuse to help others?
3. Was there anyone who work alone and was unwilling to give away any or all pieces?
4. How many people were actively engaged in putting the pieces together?
5. What was the level of frustration and anxiety displayed by group members?
6. Was there any critical turning point when the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Source: Unknown

PUZZLE ACTIVITY: DIRECTION FOR MAKING PUZZLES

Prepare one set of puzzles for each small group. A set consists of five envelopes containing pieces of cardboard that have been cut into different patterns and when properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked b of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Source: Unknown

INCREASE YOUR SKILL AS A GROUP MEMBER!

Effective group members work to form good relationships with other group members and to achieve group goals. Listed below are suggestions for increasing your effectiveness in a group.

Form Good Working Relationships With Other Group Members

1. Respect and support other group members.
    - Value other members' views.
    - Understand the way in which various group members contribute to the success of the group.
    - Give emotional support to others by praising others' work or taking action to relieve others' frustrations.
    - Promote group success rather than pushing for your way.
    - Appropriately balance group "work" and group "play."
    - Take pride in the success of the group's accomplishments.
2. Communicate effectively.
    - Listen empathetically.
    - Ignore distractions.
    - Ask questions when you do not understand something.
    - Give feedback to other group members.
    - Recognize and remove communication barriers.

Work to Achieve Group Goals

1. Complete tasks.
    - Assist in identifying group goals.
    - Use appropriate planning to organize the group to achieve goals.
    - Consistently complete tasks assigned to you.
    - Help others not only when asked, but when you see the opportunity or need to help.
    - Reflect on group progress and evaluate results.
2. Work at resolving problems.
    - Promptly take steps to identify and resolve problems.
    - Use techniques such as majority votes, compromise, and consensus to resolve problems fairly.
    - Value the resources and views of all members to avoid win-lose situations.

PARLIAMENTARY PROCEDURE

Parliamentary procedure is a set of rules for conducting meetings. By following these rules, group members can work together to reach an agreeable decision. Parliamentary procedure permits each person in a group to voice his or her opinion. It is the democratic process at work!

Parliamentary procedure originated when the early English Parliament developed the process to discuss public affairs. The idea came to America with the first settlers and became a written code with the publication of *Henry M. Robert's Rules of Order* in 1876. This book is still used today in the operation of many community organizations and government groups.

Purposes of Parliamentary Procedure

1. To transact business with speed and efficiency
2. To protect the rights of each individual
3. To preserve harmony within the group

Chairperson (the Group Leader)

The group leader is the center of the democratic decision-making wheel. The leader receives information from the group members, who are the spokes of the wheel, whom the leader must keep moving toward the solution of the problem at hand. The leader provides the members with relevant facts and leaves the making of decisions to the group as a whole.

The group leader, often referred to as the "chair," is responsible for scheduling the time and place of the meeting, preparing an agenda, and informing all members about the meeting. However, sometimes these duties may be delegated to other group members.

Group members are responsible for presenting, discussing, modifying, and taking action upon motions. A motion is a proposal of something to be done. Again, through the democratic process, each member is guaranteed the right to present his or her opinions about motions before the group. The only condition is that the member is expected to support any decision made by the group as a whole–even if he or she disagrees with it.

Principles of Parliamentary Procedure

1. Discuss one subject or issue at a time.
2. Each issue is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority is carried out while preserving the rights of the minority.
5. The desires of each member are merged into the larger organization.

THE MECHANICS OF A MAIN MOTION

A motion is a proposal of something to be done. A main motion introduces business or brings a question directly before the group. Learning how to make a motion can give you a voice in a group.

1. A member raises his or her hand and is **recognized by the chair**.
2. The member **states his or her motion**:

   "I move that. . ."

3. Another member **seconds the motion** (this ensures that at least one other person is interested in the motion)"

   "I second the motion."

4. The chair **restates the motion**:

   "It has been moved and seconded that. . ."

5. The chair asks for **discussion**:

   "Is there any discussion?"

6. Members may raise their hand, be recognized by the chair, and one at a time, state their **opinion regarding the motion.** The maker of the motion should have the first option at stating his or her opinion, and no person may speak twice unless everyone else who wishes to speak has had a chance.
7. The chair should ask for **further discussion**:

   "Is there further discussion?"

   If there is no further discussion, "Hearing no further discussion, we'll proceed to vote."

8. The chair takes a **vote** (the chair and secretary should count the votes, and make sure they agree on the number for and the number against the motion):

   "All those in favor of (restate motion), please signify by saying 'aye' or by raising your right hand. All those opposed, say 'no' or raise your left hand."

9. The chair announces the **result of the vote**:

   "The motion passes." or "The motion fails."

Source: C. Coomer. *Vocational Student Organizations Summer College for Advisors Resource Notebook.* Dayton, Ohio: Wright State University, July 1990.

MY PERSONAL THOUGHTS ON LEADERSHIP

Some think leaders are born. Others believe leaders are made--by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

My definition of leadership is

I think the three most important leadership skills are

1.

2.

3.

List below the five leaders you admire the most and the traits of each leader.

1. Traits

2. Traits

3. Traits

4. Traits

5. Traits

Now answer the following and think about why you chose each name:
Name four chapter members you would choose to organize a banquet for members and their parents:

Name two members you would call on to head a member-recruitment drive:

Name two members you would ask to organize a play day for physically disabled children:

Name the person you would ask to introduce a skit at a senior citizens' party:

Are the names the same? Probably not. Chapter members have varied talents and skills, but some members may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

Source: Future Homemakers of America, Inc. *FHA/HERO Chapter Handbook*. Reston, VA: Future Homemakers of America, Inc., 1991.

SHARED LEADERSHIP for FAMILY, WORK, and COMMUNITY LIFE

Leadership is the process of helping a group shape its vision and goals and working to accomplish them. Shared leadership means that all group members can contribute leadership skills to the group and that leaders in the group encourage everyone to help make decisions and to take action. The chart below shows the values, beliefs, and skills important to shared leadership.

THE HEART: → VALUES	**THE HEAD:** → THOUGHTS OR BELIEFS	**THE HAND:** → SKILLS FOR DOING	**THE RESULTS:** EMPOWERMENT OF OTHERS
• Good Work: Excellent quality; Individual accountability, dedication, and commitment	• Ownership: Everyone in an organization is responsible for its success.	• Helping groups make decisions	• People feel significant.
• Caring Loving: Concern for the welfare of others	• Interdependence: Everyone is connected providing support for others.	• Empathizing and learning to understand other people	• People make positive contributions.
• Justice: Equal treatment and respect for integrity of all individuals	• Golden Rule: Take care of people and those you serve will take care of you.	• Building confidence in others	• Organization achieves its goals.
• Best consequences: Actions benefit, not harm, all who are or will be affected with short-term and long-term effects	• Thinking: Practical problem solving, planning, goal setting, and learning are needed for group success.	• Communicating with others	• People are dedicated, caring, and innovative.
		• Resolving conflict	• People feel a part of the group and want to make it a success.
		• Motivating members	
		• Building a coalition of outside support	
		• Being an advocate for the group	

MEMBER PARTICIPATION CHECKLIST

Check the activities that you would be interested in doing in your FHA/HERO chapter

_____Give demonstrations
_____Prepare and set up displays
_____Arrange for guest speakers
_____Participate in competitive events
_____Write newspaper articles
_____Plan recreational activities
_____Organize chapter files
_____Take chapter photographs
_____Write scripts for programs
_____Help manage chapter finances
_____Share inspirations
_____Help with ceremonies
_____Participate in a radio or television program
_____Act in skits, plays, and TV shows
_____Interview people
_____Participate in panel discussions
_____Be a meeting host or hostess
_____Prepare refreshments for meetings
_____Lead group discussions
_____Help computerize chapter records
_____Help plan a yearly program of work
_____Write letters
_____Work on the chapter scrapbook
_____Share artistic talents (such as music, art, dance)
_____Other

Using state and national FHA/HERO information, determine the purpose of each of the committees below. Then give your first, second, and third choices for the committees on which you would like to work this year.

_____Bylaws
_____Community Service
_____Competitive Events
_____Finance
_____Financial Fitness
_____Hospitality
_____Membership
_____Power of One
_____Program
_____Public Relations
_____Recreation
_____Scholarship and Recognition
_____State Projects
_____Step One
_____Student Body

Adapted from Future Homemakers of America, Inc. *FHA/HERO Chapter Handbook*. Reston, VA: Future Homemakers of America, Inc., 1991.

Enhancing Personal Development

Module Overview

Practical Problem: What should I do regarding enhancing personal development?

Competency 1.01: Enhance personal development of self and others throughout the life span

Competency Builders:

1.0.1.1 Identify physical, emotional, cognitive, and social changes of adolescence
1.0.1.2 Identify relationships between human needs and developmental stages of the life cycle
1.0.1.3 Identify strategies to enhance personal development throughout the life span
1.0.1.4 Distinguish between behaviors that enhance self-formation and those that are self-destructive
1.0.1.5 Relate significance of accepting and affirming personal uniqueness to personal development

Supporting Concepts:

1. Adolescent development
2. Human needs and developmental stages of the life cycle
3. Self-forming and self-destructive behaviors
4. Value of affirming personal uniqueness
5. Strategies to enhance personal development

Teacher Background Information

Rationale

Adolescence is a period of rapid change in physical, intellectual, emotional, and social development. It is also a time of exposure to a more diverse social world, bringing new ideas, new challenges, and often new risks. Young people have much more freedom from supervision and are frequently in situations where they have to make decisions that will affect not only their short-term but their long-term welfare. And in many instances, adolescents are responsible for the safety and well-being of others--younger siblings, friends, coworkers, or aging grandparents. For all these reasons, it is important to help adolescents understand the changes they are experiencing and how these changes relate to the adult person they will become as well as to the child they were. Many adolescents experience periods of doubt as they wonder if the changes they are going through are normal. Becoming aware of the changes, giving names to the changes, and understanding the wide range of normal differences that exist can help young people reduce their anxiety and begin to think about how best to guide their future development.

Creating strategies for enhancing personal development is especially relevant for high-school-age adolescents because they are old enough to take steps that can alter the course of their lives. They can learn strategies to enhance their strengths and to compensate for their weaknesses. They can evaluate information about certain lifestyle choices and make informed decisions related to health, use of leisure time, choice of friends, involvement with community organizations, and work and family goals. They can be empowered to build a vision of their own future in which their unique needs, wants, values, and talents are taken into account, and then they can devise strategies to achieve this future.

Background

Growth occurs at every life stage, from conception through very old age. Individual lives show continuity and change through time. Individual behavior is an integration of the physical, social, emotional, and intellectual domains, each of which undergoes significant change over the life course. In addition, individual behavior is a product of the impact of cultural expectations, social roles and relationships, and the historical period during which the life is lived. Human beings are highly skilled at adapting to their environment. As a result, they can learn to modify their behaviors in order to optimize their well-being and the well-being of others. Human beings are also deeply embedded in social relationships. At each life stage, the fate of an individual's development is intimately related to the quality of relationships of which he or she is a part. For a society as a whole, the lives of persons at different stages of development influence each other. If old people do not feel a sense of joy and value in their lives, it is hard for young people to have a sense of hope. If adults look only to meeting their own needs and not to helping meet others' needs, the children are at risk. Thus in trying to understand life at any particular age, it is important to understand how that stage of life is interconnected with those older and younger.

There is some controversy about how adolescence is defined in the human development literature. For our purposes, we will look at early adolescence as the period that begins at puberty and ends with the graduation from high school (roughly ages 12 to 18). This period is characterized by rapid physical changes, significant cognitive and emotional maturation, and a heightened sensitivity to peer relations. Still ahead, in the years from 18 through about 22 (later adolescence), are substantial changes in separation from the family, development of a personal identity (a clear vision of the self persisting in the future, including personal values, goals, and commitments), commitment to a career path, and the establishment of a mature sex-role identity.

In some traditional cultures, this entire phase from puberty to adulthood is foreshortened because the path to adulthood is very straightforward. There are few choices to make and little training needed in order to enact adult roles. In modern, technological societies, there are so many paths from which to choose and so much education and training needed in order to function as an autonomous adult that the period of transition between childhood and adulthood has lengthened. Ironically, with advances in nutrition and medicine, puberty begins earlier than it did a century ago, and yet entry into the full range of adult roles begins later. So adolescence is a longer phase of life today than it has ever been in the past.

The major developmental tasks of early adolescence are described in Table 1. They are divided into four domains: physical, cognitive, emotional, and social. There are many ways in which development in one of these areas influences development in the others. For example, cognitive maturation, especially the ability to take the point of view of others and to think hypothetically about various situations, has implications for social relationships, especially regarding building friendships and figuring out how to get other people to like you. Physical development, especially physical appearance, is related to popularity and increased concerns about peer acceptance and rejection. Social relationships--for example, the opportunity to participate in a more diverse peer group--are related to promoting cognitive maturation, especially the ability to have a more relativistic view of ideas and the ability to think flexibly about another person's point of view. New levels of emotional

Table 1

Significant Developmental Changes of Early Adolescence (ages 12 to 18)

Physical Development

- Growth spurt, including rapid changes in height and weight and maturation of primary and secondary sex characteristics
- Increase in muscle strength
- Changes in body shape
- Increased hormone production
- Associated psychological changes in body image
- Associated psychological changes in sex-role identity
- New capacities for physical activity, including strength, endurance, and dexterity

Cognitive Development

- Able to use more abstract thought processes
- Able to generate hypotheses about logical sequences of possible events, including events that have never occurred or in which the person has not been involved
- Able to manipulate more than two categories of variables at the same time
- Able to think about things changing in the future
- Able to anticipate the consequences of actions
- Able to detect the logical consistency or inconsistency in a set of statements
- Able to consider themselves as part of their culture and to consider the ways in which other cultures operate
- Likely to be convinced about the correctness of their understanding of reality–EGOCENTRISM
- Able to think about their own thought processes –METACOGNITION

Emotional Development

- Increased intensity and fluctuation of emotions
- Major involvement in learning to accept emotions and establish effective control over the expression of emotions
- Able to differentiate between one's own emotions and the emotions being experienced by others
- Most troublesome emotions: shame, embarrassment, guilt, shyness, love, jealousy, depression, and anger (For boys, controlling angry feelings is the greater challenge; for girls, it is controlling feelings of depression.)

Social Development

- Increased importance of membership in the peer group
- Increased structure and identifiable properties of peer groups
- Increased capacity for intimacy, support, understanding, and companionship in peer relationships
- Increased independence from family members
- Deepening capacity for loyalty
- Increasing understanding of social dynamics, such as status, popularity, leadership, and peer pressure
- Increased consciousness of one's own social standing
- Increased ability to assess the peer group structure and to select group(s) as target(s) for membership
- Increased ability to analyze complex social structures, such as schools and work settings

intensity may make interpersonal relationships more difficult. Preoccupation with one's own thoughts and feelings, coupled with new feelings of depression, may lead to neglect of physical needs or withdrawal from social interaction.

Contrary to common myths, adolescence is not a period of dramatic emotional upheaval and rebellion for most young people. Most young people remain positively connected to their parents, hopeful about preparing for an occupation, and positively connected to basic democratic values. Yet, the period still has its difficulties. Adolescence is characterized by new levels of conflict with parents. Adolescence is also characterized by new levels of sensitivity about peer acceptance and rejection. This usually means that young people are more concerned about what their peers think about them than what their teachers think about them. They may find themselves pressured into doing things that go against their own beliefs or against their parents' values. New levels of emotional intensity may lead to strong feelings of jealousy, anger, and love as well as to new experiences with feelings of depression and helplessness. In addition to learning how to cope with these strong emotions, adolescents begin to have sexual fantasies and urges. They have to learn how to express sexual feelings in their peer relationships without hurting or exploiting others and without embarrassing or hurting themselves. And as a product of their cognitive maturity, they may find themselves challenging the rules, standards, and values of home, school, and church, finding in each of these systems inconsistencies, hypocrisies, and flaws of logic.

In addition to the normal developmental challenges that face adolescents, our society adds certain roadblocks to development. Societal ambivalence about adolescent sexual behavior means that information about sex, intimacy, contraception, and childbearing is incomplete or inconsistent. Because of their fears of adolescent violence, adults are likely to treat young people with suspicion or rejection. Many adolescents say that they have few positive interactions with adults outside their family. Adolescents have difficulty finding meaningful employment and are likely to have negative work experiences. In many communities, adolescents who are looking for work become exploited by illegal businesses, especially drugs, theft, pornography, and prostitution. Products marketed to adolescent consumers, especially cosmetics, clothing, and records, emphasize a very stereotyped view of physical beauty, violence, risk-taking, and sex, creating an image of the ideal life that is in fact harmful to their well-being. The inability of adults in our society to resolve racial and ethnic hatreds or to put aside religious prejudices places each new generation of adolescents at risk for acting out their parents' hostilities.

People contribute to their own development. These contributions can be in the direction of growth or in the direction of self-destruction. Once people understand some of the dimensions along which growth is likely to occur, they can take the view of trying to build toward optimal development. For example, understanding that adolescence is a period of rapid physical development, you can undertake a program of eating habits, exercise, strength development, and rest that will take your body toward its optimal level. This program needs to be based on a realistic understanding of your own unique body build and not guided by some stereotyped images of ideal physique promoted by cosmetic companies or cigarette and beer commercials. What you do to enhance your body should be based on an underlying feeling of worth, the belief that you are a valuable person who is worth making your physical self as strong and healthy as possible.

The other side of this process is the self-destructive strategy. Rather than taking steps toward optimizing development, people move in the direction of hurting themselves. In the example of physical development, they may take on eating habits that actually hurt the body, sleep patterns that take away from healthy functioning, or lifestyle habits like excessive drinking, smoking, or drug use, which may appear to make one more adult-like or temporarily relieve stress but are actually destructive to one's physical well-being. In extreme cases, the self-destructive path can lead to suicide. These behaviors are a form of self-punishment often based on a lack of self-worth. People who feel they are not acceptable, not worth caring about, are more likely to engage in these self-destructive behaviors.

The ideas of growth-promoting strategies and self-destructive strategies can be extended to each domain of development. They can be extended to behaviors that affect other members of the family, the neighborhood, peer groups, school, and the community. A young person can interact in ways that will promote the well-being of others, building positive relationships and trying to enhance feelings of closeness. By being supportive, understanding, and responsive to the needs of others, your behavior enhances not only yourself but others. On the other hand, a young person can interact in ways that will be destructive to the well-being of others, creating feelings of mistrust and fear among family members, within a peer group, or in the community. By making undercutting remarks, acting in aggressive, threatening ways, or emphasizing negative outcomes, a young person creates a social atmosphere of rejection and interferes with the ability of the group to function effectively.

Perhaps the most challenging situation occurs when a young person is in a context that is hostile or devaluing. Adolescents may find themselves victims of abuse by adults in their families; they may be targets of prejudice or ridicule by teachers or peers; they may be unfairly accused by a neighbor or a boss. In these situations, the young person needs to find the courage to remain committed to an idea of the self as worthwhile and to take steps to remain on a path toward growth. Certain basic strengths, especially hope, a strong sense of will, a belief in the future, and a sense of one's own competencies and talents are some of the personal resources that can allow a young person to resist destructive forces, remain confident, and establish a course of positive personal growth.

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Learning Activities

1. Adolescent development

a. Design a large graffiti poster entitled "Adolescence is. . ." Write one-sentence responses about what it is like to be an adolescent and add them to the poster.

b. Using classroom resources, such as textbooks and audiovisual materials, define adolescence. Review **Developmental Tasks of Adolescence (p. 104)**. In small groups, select one task and brainstorm suggestions that would help one achieve that task. Share ideas with the class. Develop general guidelines for surviving adolescence, such as those listed below.

(1) Keep in touch with your own feelings and the feelings of others.
(2) Develop new skills and accept new challenges.
(3) Develop judgment and decision-making skills.
(4) Care for personal health, both physical and emotional.

Discussion Questions

- *Which of these tasks would be easiest to achieve? Most difficult? Why?*
- *Why should you be aware of these tasks?*
- *What would happen if you did not have an opportunity to accomplish these tasks during your adolescence?*

c. Adolescence is the time in life when people "bridge the gap" between childhood and adulthood. In small groups or individually, design large posters to illustrate the knowledge, skills, and resources individuals need to "bridge the gap." Examples of posters follow:

(1) A picture of a road or a telephone illustrating how important it is to stay in touch with your feelings and the feelings of others
(2) A picture of a mountain climber, emphasizing that skills and special equipment are often needed to bridge the gap
(3) A picture of a plane or ship, emphasizing that technology, judgment, and decision-making skills are needed to bridge the gap between continents
(4) A poster of an athlete to emphasize the need for healthy bodies, training, endurance, and support to bridge the gap between the start and finish line

(Source: J. Shambaugh, K. Adams, & D. Shankland, *Bridging the Gap*. Toledo, Ohio: Planned Parenthood of North Central Ohio, 1987.)

d Using classroom resources, such as textbooks and audiovisual materials, develop a large classroom chart illustrating the physical, emotional, cognitive, and social characteristics of adolescent development.

e. Bring in one object or newspaper or magazine article that describes teenagers or reflects others' perceptions of teenagers. Make a display of such items. Brainstorm additional words and phrases used to describe teenagers, and add these to the display.

Discussion Questions
- *How do you feel about these labels?*
- *Why do people make these generalizations?*
- *Are any of these labels justified?*

f. **Action Project:** Create an illustrated autobiography that explains who you are as a person and identifies the experiences and people who have influenced your development. Include magazine pictures, poems, and other materials that represent your personal characteristics, likes and dislikes, life goals, dreams, and hopes for the future.

2. Human needs and developmental stages of the life cycle

a. Using classroom resources, such as textbooks and audiovisual materials, make a chart illustrating the developmental stages of the life cycle, listed below. Discuss human needs at each stage. In small groups, write skits to illustrate one stage of the life cycle and the developmental tasks of that stage. Make a videotape showing the skits for each stage and entitled "This Is Your Life."

(1) Infancy Stage: From birth to two years of age
(2) Childhood Stage: From three years of age to 11 or 12 years of age
(3) Early-Adolescent Stage: From the onset of puberty (11 to 13 years of age) to adulthood (18 years of age)
(4) Late-Adolescent Stage: From 18 to 22 years of age
(5) Adulthood Stage: From 23 years of age to retirement age
(6) Aging Stage: Retirement age until death

Discussion Questions
- *How do human needs change throughout the life cycle?*
- *Why is it important to be aware of these needs?*
- *What happens when these needs are not met?*

b. **Action Project:** Select one stage of the life cycle and interview at least two people at that stage. Write a brief report summarizing their needs, wants, goals, and values and relating your findings to the developmental tasks of that stage. Present your findings to the class.

3. Self-forming and self-destructive behaviors

a. Write the following characteristics of self-forming behavior on a chalkboard, overhead transparency, or poster. Identify examples of self-forming behaviors, such as helping others or being honest, and explain how these behaviors would affect personal development.

(1) Promotes physical, social, emotional or cognitive well-being of self or others
(2) Builds self-esteem
(3) Involves caring for self or others
(4) Helps achieve personal, family, or community goals
(5) Improves family or community

b. Write the characteristics of self-destructive behavior listed below on a chalkboard, overhead transparency, or poster. Identify examples of self-destructive behaviors, such as aggressive actions, cheating, and lying. Explain how these behaviors would affect personal development.

(1) Threatens physical, social, emotional, or cognitive well-being of self or others
(2) Tears down self-esteem
(3) Results in harmful consequences for self or others
(4) Involves uncaring actions
(5) Hurts family or community

c. View television programs, videotapes, or films, or read a story or novel about adolescents. Identify examples of self-forming and self-destructive behaviors. For each example, list the consequences of the behavior and the overall affect on personal development.

Discussion Questions
- *Why do adolescents engage in self-destructive behaviors?*
- *What type of self-destructive behaviors do you observe most frequently in your peers?*
- *Why should you be concerned about self-destructive behaviors for yourself? Your family? Your friends? Your community?*

d. Read the situations below and determine which illustrate behaviors that are self-forming and which illustrate those that are self-destructive. Role-play the situations to reflect self-forming behavior.

(1) Anita's mother is an alcoholic and is unable to care for Anita or her younger brothers and sisters. Anita frequently misses school to care for her siblings and to make sure her mother doesn't do anything drastic when she's drunk. Anita is failing in school and feels there is little hope that she will succeed there. To escape the responsibility and the stress of her mother's unpredictable behavior, Anita decides to run away from home.
(2) The most important thing in Logan's life are his friends. Lately, they have been having fun going through parking lots and breaking car windows or puncturing tires. One friend suggested that they ought to try

stealing a car, and Logan thinks it would be a good idea. After all, no one has caught them and they would just leave the car somewhere anyway.

(3) Kyle has trouble controlling his temper. In math class the other day, he put his fist through a window when the teacher assigned him detention for being late.

(4) Belinda has a friend who lives about twenty miles away. Belinda is not old enough to drive and her parents don't want to take her to visit her friend. Once a week, Belinda tells her parents that she is going to the library and hitchhikes to and from her friend's home.

Discussion Questions

- *How did you decide whether the behavior was self-forming or self-destructive?*
- *What are the consequences of the behavior in each case study?*
- *Would you behave similarly to those in the case studies? Why or why not?*

4. Value of affirming personal uniqueness

a. Assemble a display of items such as a rock, flower, book, feather, piece of chalk, string, or stick. Select one of the items and write a short essay describing how that item represents something about your unique personality, your life, or your manner of solving problems. In pairs, share your essays. Discuss the value of accepting personal uniqueness.

b. Complete **You Have Permission! (p. 105).**

Discussion Questions

- *How does it feel to give yourself permission to be yourself?*
- *Why is it important to accept yourself as a unique person?*
- *Is it difficult to give yourself permission any of these ways? Why or why not?*
- *Which is the easiest permission to give yourself? Why?*
- *Is it important to give others permissions in these ways? Why or why not?*

c. Complete **Taking Inventory! Personal Strengths and Limitations (p. 106).** Explain how an awareness of your strengths and limitations can help you develop to your fullest potential.

d. **FHA/HERO:** Bring an item to a chapter meeting that expresses something about you as a person. Make a display of the items and try to guess which of the items belongs to each member. As a chapter, discuss how each member is different and similar. Explain how appreciating the uniqueness of each chapter member affects the success of the chapter and allows each member to develop to his or her fullest potential.

5. Strategies to enhance personal development

a. Write a story about the person you hope to be when you are 18 years old.

Include things that you hope you have accomplished; your goals, dreams; and plans for the future; and a description of the people important in your life. Explain the similarities and differences between what you are like now and what you will be like when you are 18 years old. In small groups, share your stories, and identify things you can do to enhance your development. As a class, list behaviors that enhance personal development, such as those shown below.

(1) Setting goals
(2) Using sources of support
(3) Increasing self-awareness
(4) Developing a healthy sense of self-worth
(5) Maintaining wellness (physical, emotional, mental, and spiritual health)

Discussion Questions
- *Why should you enhance your personal development?*
- *What skills do you need to enhance your personal development?*
- *What resources do you need to enhance your personal development?*

b. Complete **Maximizing Your Potential: Personality Trait Checklist (p. 107).**

c. **Action Project:** Select several statements from **Maximizing Your Potential: Personality Trait Checklist (p. 107)** that you would like to work on to enhance your personal development. Write short-term and long-term goals for yourself in these areas. Keep a journal reflecting your progress toward these goals. Write an essay summarizing the results of your project.

d. **FHA/HERO**: Using state and national FHA/HERO information, research the purpose and requirements of a Power of One project. Complete the project to enhance your personal development.

Assessment

Paper and Pencil

1. Without the aid of references, identify at least three physical, three emotional, three cognitive, and three social changes of adolescence.

2. Without the aid of references, identify the relationship between human needs and developmental stages of the life cycle by explaining how each stage influences human needs.

3. Without the aid of references, identify at least three strategies to enhance personal development throughout the life span.

4. Given case studies, distinguish between behaviors that enhance self-formation and those that are self-destructive by identifying the consequences of each type of behavior.

5. Without the aid of references, write a paragraph explaining why affirming personal uniqueness is significant to enhancing personal development.

Classroom Experiences

1. Develop a chart illustrating the physical, emotional, cognitive, and social characteristics of adolescent development.
2. Write a short essay identifying and describing an item that represents something about your unique personality, your life, or your manner of solving problems.
3. Write a story about the person you hope to be when you are 18 years old. Include things you hope you have accomplished; your goals, dreams, and plans for the future; and a description of the people important in your life. Explain the similarities and differences between what you are like now and what you will be like when you are 18 years old.

Application to Real-life Settings

1. Create an illustrated autobiography that explains who you are as a person and identifies the experiences and people who have influenced your development. Include magazine pictures, poems, and other materials that represent your personal characteristics, likes and dislikes, life goals, dreams, and hopes for the future.
2. Select one stage of the life cycle and interview at least two people who are at that stage. Write a brief report summarizing their needs, wants, goals, and values, relating your findings to the developmental tasks of the stage.
3. Write short-term and long-term goals for yourself that will enhance your personal development. Keep a journal reflecting your progress toward these goals. Write an essay summarizing the results of your project.

DEVELOPMENTAL TASKS OF ADOLESCENCE

A developmental task is something that needs to occur during a particular age period for a person to continue his or her growth toward becoming a healthy mature adult.

Developmental tasks of adolescence are

1. Forming more mature relationships with peers of both sexes
2. Achieving a masculine or feminine social role
3. Accepting one's physique and using one's body effectively
4. Achieving emotional independence from parents and other adults
5. Preparing for marriage and family life
6. Preparing for a career
7. Acquiring a set of personal standards as a guide to behavior
8. Developing social intelligence (interest in civic activities and concern for the community in which you live)
9. Developing conceptual and problem-solving skills

Source: M. B. Merki. *Education in Sexuality*. Mission Hills, CA: Glencoe Publishing Company, 1988.

YOU HAVE PERMISSION!

Directions: Place each of the phrases below on a sticker, button, or small card. Pass out one to each member of the class. In small groups, explain in your own words the meaning of the phrase and how you would feel if you were granted permission in this way. As a class, identify why permission for such things as these is important to personal development.

It is okay to be original and different, and to honor the uniqueness of others.
It is okay to start each day fresh and try new things.
It is okay to make mistakes and to learn from them.
It is okay to take your time.
It is okay to grow at your own pace.
It is okay to be independent.
It is okay to do it your way.
It is okay to "mess up" – next time you can be less afraid of failure.
It is okay to ask for help when you need it.
It is okay to wait until you feel ready.
It is okay to take appropriate risks as long as they are legal and maintain the dignity and respect of yourself and others.
It is okay to make a "mess" that you are willing to clean up.
It is okay to be yourself.
It is okay to develop your interests, relationships, and causes.
It is okay to explore who you are and find out who other people are.
It is okay to think for yourself.

Adapted from J. Jones, & J. Morgan-Coures. Ohio Extension Home Economics Leader Training. Columbus, Ohio: The Ohio State University, Extension Service, May 1985.

TAKING INVENTORY!
PERSONAL STRENGTHS AND LIMITATIONS

Directions: Complete the open-ended statements below. After reflecting on your responses, write your three greatest strengths and three of your limitations at the bottom of the page.

1. I am helpful to others when I ...
2. The first thing people notice about me is...
3. I like to spend my time...
4. I am hurtful to others when I...
5. I am happiest when...
6. What I like best about myself is...
7. I dislike myself when...
8. If I could change one of my habits, it would be...
9. I feel foolish when...
10. I am unhappiest when...
11. I feel proud when...
12. People respect me when I...

My three greatest strengths are

1.

2.

3.

Three of my limitations are

1.

2.

3.

MAXIMIZING YOUR POTENTIAL: PERSONALITY TRAIT CHECKLIST

Directions: Listed below are characteristics that make for a stable and happy personality. Probably very few people would be able to say that all these statements are true about them. But they're worth aiming for as you enhance your personal development. Place a check in front of those statements that describe you. Place a circle in front of those items you would like to work on to enhance your development.

1. I feel comfortable about myself.

_____ I am not overcome by my emotions of fear, anger, love, jealousy, guilt, or worry.
_____ I can take life's disappointments as they come.
_____ I have a tolerant, easygoing attitude toward myself as well as toward others.
_____ I can laugh at myself.
_____ I neither think too much nor too little of my abilities.
_____ I feel able to deal with most situations without help.
_____ I do my everyday tasks without complaining.
_____ I enjoy spending some time alone in building or creating something, reading, or just thinking.
_____ I have developed a philosophy of life and a standard of values.
_____ I seek help from sources of support when I need it.

2. I feel comfortable with other people.

_____ I am able to show a real and friendly interest in others.
_____ I have personal relationships that are satisfying and lasting.
_____ I like and trust my friends, and I can be sure that they like and trust me.
_____ I respect the many differences I find among people.
_____ I do not take advantage of others, nor do I allow others to take advantage of me.
_____ I feel that I am part of a group.
_____ I feel a sense of responsibility to my neighbors and to all people of the world.

3. I can meet the demands of life.

_____ I do something about my problems as they happen.
_____ I accept my responsibilities toward myself and other people.
_____ I shape my environment whenever possible. I adjust to it whenever necessary.
_____ I make plans for the future and hope to reach my goals.
_____ I welcome new experiences and new ideas.
_____ I make use of my abilities and set realistic goals for myself.
_____ I am able to make my own decisions.
_____ I put my best effort into whatever I do, and I get satisfaction from doing it.

Adapted from *Mental Health Is 1, 2, 3.* Alexandria, Virginia: National Mental Health Association, 1988.

Enhancing Self-esteem

Module Overview

Practical Problem: What should I do regarding enhancing self-esteem?

Competency 1.0.2: Enhance self-esteem of self and others

Competency Builders:
1.0.1.1 Identify factors that affect self-esteem of self and others
1.0.1.2 Assess self-esteem of self and others
1.0.1.3 Compare effects of low self-esteem and high self-esteem
1.0.1.4 Identify strategies to promote positive self-esteem of self and others
1.0.1.5 Establish personal values and standards to support positive self-esteem of self and others

Supporting Concepts:
1. Self-esteem
2. Factors that affect self-esteem
3. Self-esteem assessment
4. Promoting positive self-esteem
5. Personal values and standards to support positive self-esteem

Teacher Background Information

Rationale

Self-esteem refers to feelings about one's self-worth. Feelings of being loved, valued, admired, and successful contribute to a sense of personal worth. Feelings of being ignored, rejected, scorned, and inadequate contribute to a sense of worthlessness. According to Morris Rosenberg, a leading scholar in the field of self-esteem, "a person with high self-esteem is fundamentally satisfied with the type of person he is, yet may acknowledge his faults while hoping to overcome them" (1979, p. 3).

Self-esteem is sometimes discussed as a relatively stable characteristic of personality. For example, some theories emphasize the role of parental love, positive regard, or feelings of connectedness with others as antecedents of self-esteem. Other theories focus on the reflected self, the evaluation one derives by learning how others value you, as the basis for self-esteem. Still other theories focus on one's history of prior successes and failures as playing a key role in the formulation of self-esteem. In each of these views, a person achieves a certain global level of self-esteem that functions as an ongoing filter through which life events are evaluated.

Self-esteem may also be treated as a fluctuating aspect of personality, vulnerable to life crises and major life transitions. For example, studies have been conducted to determine whether such life events as adolescent pregnancy or school transitions produce changes in self-esteem.

Finally, self-esteem is often discussed as a predictor of other behaviors. For example, studies have been carried out to determine whether students who have high self-esteem will deal with information about school failure differently than students who have low self-esteem. Burr and Christensen

(1992) reviewed a number of syntheses of studies of self-concept and concluded that there are not any clearly demonstrated or important correlations between self-esteem and the many social problems most people believe are created by low self-esteem. They caution that promoting self-esteem tends to focus people's attention on their self and may result in an egocentric or selfish approach and alienation. The authors suggest that the important roots of human well-being lie in family connections and deep and enduring intimacy.

All three perspectives are important. There are precursors of self-esteem based largely on the quality of family relationships, experiences of connectedness, opportunities for success, and positive evaluative feedback from others. But self-esteem can also fluctuate as a result of life events. Over time, and especially over the course of adolescence, self-esteem appears to increase and to become a stable aspect of personality that then serves a variety of critical functions in a person's orientation to new situations. Once stabilized, positive self-esteem appears to serve an important role in protecting the core of the self from the potentially damaging effects of negative life events and to encourage an optimistic, hopeful approach in the formation of relationships and the expansion of one's competencies.

Positive self-esteem serves as a buffer against anxiety. Believing that you are a worthwhile person who is making reasonable progress toward your goals and who is living in harmony with your personal values provides a source of inner confidence and strength against the risks and uncertainties of life. A sense of purpose and a belief in a bright future permit many children to thrive despite severe adversity in their personal family life. For children whose families cannot provide this source of optimism, hope about the future comes from their relationships with teachers and other caring adults in the community.

Low self-esteem and related feelings of depression have been linked to being vulnerable to negative peer pressure, drug and alcohol abuse, sexual promiscuity, peer violence, and poor school performance. One of the most significant correlates of low self-esteem appears to be a sense of hopelessness about the future. Young people who do not look ahead with eager anticipation are unable to form meaningful personal goals and are likely to give up easily in the face of difficulties.

Sometimes adolescents carry on as if they have no problems with self-esteem. They present themselves to adults and to their peers as though they are very "cool" and "together" and have no doubts about their self-worth. Some adults find this stance offensive, as if adolescents are too full of themselves or egotistical. As a teacher, you may encounter problems bringing this subject matter to a meaningful level of dialogue because adolescents are often not willing to disclose the feelings of depression and discouragement they are having. This may be particularly true of students who present an angry, rebellious, or withdrawn facade in the class.

The content of this module is designed to help you engage students in ways,that will be intellectually stimulating and yet not present a threat to students' need to "save face" in a peer setting. A curriculum focusing on understanding and enhancing self-esteem during adolescence can play a critical role in helping young people learn about their own self-esteem and develop strategies to bolster self-esteem as they encounter the many challenges of life that can erode or detract from their feelings of worth. Enhancing self-esteem can be approached by helping young people increase the quality of their relationships with others, thereby fostering positive experiences of connectedness. It can also be approached by helping young people build new areas of competence, identifying new talents and abilities that will serve as validation of their worth.

Enhancing Self-esteem

Background

Self-esteem includes both a global component, a general feeling of worthiness or lack of worth, and specific components. A person makes an evaluation of worthiness in relation to the physical self, the academic self, the self in social relationships (e.g., the self as a friend, a son or daughter), the self as a moral and ethical person, and so on. A person's physical attractiveness and areas of special talent or competence appear to be two domains that are especially important elements in the self-esteem of adolescents. Evaluations of specific components are based on three essential sources of information: (1) messages of love, approval, and support from others; (2) specific attributes and competencies that give a person direct experiences of success in a particular arena; and (3) the value one gives to specific attributes, both in relation to each other and in relation to one's image of an ideal person. This latter point is important as a young person enters the arena of social comparisons and peer competition. For example, you may think that you are very good in mathematics and you may experience a lot of success in solving problems. But in your peer group, you may discover that being good at mathematics is not very highly valued. You may even experience some peer rejection for excelling in this area. Thus, competence in a specific area may not necessarily result in enhanced feelings of self-esteem if the person does not view the attribute as valuable within the peer group.

Researchers have taken steps to try to measure self-esteem with children as young as ages four through six. Self-esteem appears to fluctuate as children encounter new academic demands, school transitions, physical changes of puberty, and peer competition. Longitudinal studies of adolescents show that self-esteem increases over the high school years and stabilizes toward the end of high school. Nevertheless, there is evidence for fluctuations in self-esteem as adults encounter major life transitions. Thus, even in adulthood it is important to be conscious of life events that may increase one's feelings of worthlessness and to learn strategies that will help inoculate one to those pressures.

Increasing self-esteem is more difficult than it might initially appear to be. The level of self-esteem contributes to the willingness to take risks, to expectations about success or failure, and to predictions of one's effect on others. Feelings of self-worth provide a protective shield around the self. People who evaluate themselves positively tend to deflect negative messages that are incongruent with that self-evaluation. So if they experience failure, they are more likely to blame the failure on the task, the amount of time given to complete the task, the other people involved, or the criteria used for evaluating success or failure. People with low self-esteem will see the same type of failure as additional evidence of their lack of worth.

It is easier to enhance self-esteem in relation to competencies that are objective and easy to measure than it is to enhance self-esteem about more ambiguous areas. Students can see for themselves when training to perform a skill, such as shooting baskets or playing chess, results in increased success. In more ambiguous areas, such as leadership, popularity, or creativity, young people with high self-esteem are more likely to feel positive about themselves regardless of objective feedback, whereas young people with low self-esteem are more likely to feel negative about themselves.

Children's self-esteem is influenced by the social groups that surround them. The family is the earliest and most enduring source of feelings of love, caring, and approval. As a product of responsive, nurturant interactions with their parents, most children form an early and persistent feeling of trust in themselves and in others. They come to think of themselves as lovable and valued. These early feelings about the value of the self and assurance about the presence of others who can be counted on to meet one's needs provide the underpinnings of a basic sense of hope, an underlying optimism about the future that forms a foundation from which the child ventures out into the world of social relationships.

Children who do not experience consistent, predictable messages of love and acceptance from parents are considered at risk for self-esteem and other aspects of healthy ego development. Among these children, some will find other sources of love and support from relatives, teachers, and community members who can help build the feelings of self-worth and confidence. Others will suffer pervasive feelings of self-doubt, mistrust, and worthlessness.

As children emerge from the continuity of their family and neighborhood into the more diverse setting of the middle school and high school, they may find that they are in the midst of a social group in which they are outsiders. Religion, race, and social class are three major dimensions in which a young person can feel lack of support or even overt expressions of prejudice and rejection. Being a member of a minority group with respect to race, religion, or social class in the context of one's high school peer group has been found to be associated with low self-esteem. In this instance, efforts to increase self-esteem may need to be directed toward increasing acceptance and tolerance within the peer group rather than toward the individual child.

Enhancing self-esteem is a very individualized process. After the first years of high school, most adolescents have a rather positive sense of their self-worth. They recognize that they have areas of strength and weakness, but they accept themselves and their individuality. In some cases, young people will need experiences that help them feel connected to others in a more meaningful, satisfying way. In other cases, young people will need to experience success in specific areas of competence. In still other cases, self-esteem is tied to making contributions to the community that are viewed as valuable.

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Learning Activities

1. Self-esteem

a. Complete **The Changeling Eagle (p. 120)** and share your responses with the class.

b. Draw a self-portrait that reflects who you really are. Surround the portrait with pictures, drawings, or photographs that illustrate your likes and dislikes, your talents and skills, important people in your life, and your values and goals. In pairs, share your self-portrait and explain each aspect of your life that you have represented. Fold the self-portrait to make a cover for a journal. Begin your journal by responding to the items below.

(1) Five words I would use to describe myself are . . .
(2) I have chosen these words to describe myself because . . .
(3) Three goals I have for myself are . . .
(4) I work toward these goals by . . .
(5) The five most important things in the world to me are . . .
(6) These things are important to me because . . .
(7) Skills or talents I have include. . .
(8) When I think about my relationships with others, I feel . . .
(9) These relationships are important to me because . . .
(10) People or life experiences that have had an important influence on me include . . .

c. Using classroom resources, such as textbooks or audiovisual materials, define self-esteem. Review **What Self-Esteem Means in Your Life (p. 121)**. Make a chart illustrating the consequences of each level of self-esteem for friends, family, classmates, and the community.

Discussion Questions
- *Why should you be concerned about your self-esteem?*
- *What effect does your self-esteem have on you? Your friends? Your family? Your classmates? Your coworkers?*
- *How do you have control over your self-esteem?*

d. Review **Get the Facts About Self-esteem (p. 122).**

e. In small groups, write a brief skit about someone who has low self-esteem and a second skit about someone who has high self-esteem. Share the skits with the class and list the characteristics of each level of self-esteem.

2. Factors that affect self-esteem

a. Review **Five Areas Affecting Self-Esteem (p. 123).**

Discussion Questions
- *How can you have an effect on each of these factors, thereby influencing your self-esteem and the self-esteem of others?*
- *Which of these factors would be difficult to control? Why?*
- *Which of these factors would have the strongest influence on your self-esteem? Why?*

b. In small groups, brainstorm a list of situations that have a negative effect on self-esteem, such as those listed below. Identify ways in which you could control these negative influences in your life and the lives of others.

(1) Negative communication with peers, friends, or family
(2) Lack of attention
(3) Lack of encouragement
(4) Poor health and poor health habits
(5) Criticism from others
(6) Exclusion from activities
(7) Unrealistic goals
(8) Unrealistic expectations
(9) Continual failure
(10) Excessive materialism

Discussion Questions
- *Do other people always realize how their actions affect you?*
- *Are you aware of how your actions affect others? Why or why not?*
- *How can you tell when your actions will have a negative influence on others' self-esteem?*

c. Write a journal entry describing a situation in which you did something to influence another person's self-esteem in a positive way. Describe your feelings about this situation and the reaction you observed in the other person. Explain the consequences of being a positive influence on the self-esteem of others.

3. Self-esteem assessment

a. Identify your level of self-esteem using **How Well Do You Like Yourself? (p. 124)**. (Note to teacher: This exercise may not be appropriate for students with a very low level of self-esteem.)

Discussion Questions
- *Were you surprised at your level of self-esteem?*
- *What factors have influenced your self-esteem?*
- *What goals do you have about enhancing your self-esteem?*

b. Read the case studies below and assess the level of self-esteem exhibited in each situation. Identify the consequences for everyone involved.

(1) Your teacher has assigned you and Kevin, a classmate, to do a presentation on substance abuse. You do not know Kevin very well, but you have noticed that in class he is very shy, seldom answering questions or talking to others. When you and Kevin begin to talk about the assignment, Kevin says, "I'm not going to be a very good partner for this assignment because I'm not very smart." You want to get a good grade on this assignment, and the teacher will be looking at how well the two of you work together on the presentation.

(2) Your best friend is having trouble with her boyfriend. He is constantly calling her names and belittling her in front of you and her other friends. He thinks it is funny, but you know it is hurting her feelings. When you talk with your friend about it, she says that she can't talk with him about it. "I don't think he would really care what I have to say. Besides, most of what he says about me is partly true, anyway. I'm lucky to have a boyfriend in the first place."

Discussion Questions
- *What can you do as a friend to enhance self-esteem in each situation?*
- *What factors influenced your assessment of each person's self-esteem?*
- *What would happen to each person if their self-esteem continued at this level?*
- *Why is it important to consider another person's self-esteem when deciding how to relate to that person?*

4. Promoting positive self-esteem

a. Write each of the descriptors below on a sheet of paper. Conduct a Self-esteem Scavenger Hunt by finding someone who fits each of the descriptions. When you find someone who fits a description, have that person sign his or her name beside the item. Then star those descriptions that accurately portray you.

(1) Believes in the importance of positive thinking
(2) Points out positive in others
(3) Likes to be different from other people
(4) Would volunteer to lead this group on an unknown adventure
(5) Has a role model right now
(6) Has learned a new skill in the last year

(7) Is willing to stand up for what he or she believes in
(8) Has a goal he or she wants to accomplish this week
(9) Made a new friend recently
(10) Improved his or her physical appearance

Discussion Questions
- *How could each of these descriptions help build self-esteem?*
- *Which of these descriptions best characterize you? Your best friend? Your parent(s)?*
- *Which of these descriptions could you implement in your own life? How?*

b. Review **Lift Off to High Self-Esteem (p. 125)** and react to each of the four suggestions for building self-esteem by answering the questions below in your journal.

(1) What are my strengths and limitations?
(2) What things about myself can I change or improve and which things should I accept?
(3) What relationships do you have with others that support you?
(4) In what ways do you reach out to others to increase your feelings of connectedness?
(5) How can you take control of your life?
(6) What skills do you possess that give you a feeling of control over your life?
(7) What values and goals do you have that support positive feelings about yourself?
(8) Are your goals for the future realistic? Why or why not?

c. Complete **Contract for Increasing My Self-Esteem (p. 126)**.

d. **FHA/HERO:** Sponsor a self-esteem-building meeting. Choose a partner and make an item that expresses that person's unique characteristics, talents, and skills. The item may be a visor, a T-shirt, a poster, a mobile, or a locker sign. You may use words, pictures, drawings, or photographs. Create a display of your items entitled "FHA/HERO: Uniquely You."

e. **FHA/HERO:** In small groups, write positive self-talk statements that affirm self-esteem, such as those listed below. Using a button-maker, make buttons displaying these self-affirming messages. Wear the buttons for two or three days, then pass them on to a friend with the instructions that the friend is to pass the button to someone else in two or three days. Discuss the types of responses you get from friends, teachers, siblings, parents, and others about the messages on the buttons. Share your feelings about this exercise with the class, or write about your feelings and observations in your journal.

(1) Self-esteem is contagious.
(2) Respect yourself.

(3) I know I count.
(4) I think I can, I know I can.
(5) Make the most of what you have!

f. In small groups, choose one of the settings below and list ways you could enhance your self-esteem by increasing your connectedness with others in that setting. Make a poster illustrating your ideas.

(1) Family
(2) Peers
(3) Community organizations
(4) School organizations
(5) Work

Discussion Questions
- *How does increasing your connectedness to others enhance your self-esteem? The self-esteem of others?*
- *What are the characteristics of relationships that enhance self-esteem?*
- *How does volunteering, or helping others without being asked, affect your self-esteem?*

g. **Action Project:** Using **Contract for Increasing My Self-esteem (p. 126)**, set a goal to enhance your self-esteem and a develop a plan to carry out your goal. Keep a journal recording your progress toward that goal. Write a summary of your experience, evaluating the effectiveness of your plan and your success in reaching your goal. Explain the consequences of this project for yourself, your family, and your friends.

6. Personal values and standards to support positive self-esteem

a. In your journal, write a reaction to the statement "If it's to be, it's up to me!" Explain the values reflected in the statement and what the statement means to you as enhance your self-esteem and the self-esteem of others.

b. Review the universal values identified in the Solving Personal and Family Problems module of this resource guide. Describe how these values could help or hinder your self-esteem and how these values would affect the self-esteem of others.

c. Write a journal entry reflecting your thoughts about your self-esteem. Use the questions below to guide your thoughts.

(1) When I think about my self-esteem, I feel. . .
(2) When it comes to my self-esteem and the self-esteem of others, I used to think . . . but now I know. . .

(3) I can take control of my self-esteem by . . .
(4) I can enhance the self-esteem of others by . . .

Assessment

Paper and Pencil

1. Without the aid of references, identify at least five factors that affect the self-esteem of self and others.

2. Given case studies, assess the self-esteem of others using the characteristics of high, medium, and low levels of self-esteem.

3. Without the aid of references, explain the similarities and differences between the consequences of low and high self-esteem.

4. Without the aid of references, identify at least four strategies to promote positive self-esteem of self and others.

Classroom Experiences

1. Write a journal entry that reflects a description of your personality, your likes and dislikes, your talents and skills, your relationships with important people in your life, important experiences that have shaped your life, and your values and goals.

2. Make a chart illustrating the consequences of each level of self-esteem for self, friends, family, classmates, and the community.

3. Write a journal entry describing a situation in which you did something to influence another person's self-esteem in a positive way. Describe your feelings about this situation and the reaction you observed in the other person. Explain the consequences of being a positive influence on the self-esteem of others.

4. Write a journal entry that reflects your reaction to strategies for building self-esteem, such as self-acceptance, a sense of connectedness, taking control of your life, and developing a workable set of values and goals.

5. Complete a contract to increase your self-esteem, including setting goals and developing a plan of action for reaching those goals.

6. Write a journal entry reacting to the statement "If it's to be, it's up to me!" Explain the values reflected in the statement and what the statement means to you as enhance your self-esteem and the self-esteem of others.

7. Write a journal entry reflecting on your feelings about your self-esteem and the self-esteem of others. Explain ways you feel you can take control of your self-esteem and ways that you can enhance the self-esteem of others.

Application to Real-life Settings

1. Set a goal to enhance your self-esteem and develop a plan to carry out your goal. Keep a journal recording your progress toward that goal. Write a summary of your experience, evaluating the effectiveness of your plan and your success in reaching your goal. Explain the consequences of this project for you, your family, and your friends.

THE CHANGELING EAGLE

Read the story and complete the questions below.

An American Indian legend tells about a brave who found an eagle's egg and put it into the nest of a prairie chicken. The eaglet hatched with the brood of chicks and grew up with them.

All his life, the changeling eagle—thinking he was a prairie chicken—did what the prairie chickens did.

He scratched in the dirt for seeds and insects to eat. He clucked and cackled. And he flew in a brief thrashing of wings and flurry of feathers no more than a few feet off the ground. After all, that's how prairie chickens were supposed to fly.

Years passed. The changeling eagle grew very old. One day, he saw a magnificent bird far above him in the cloudless sky. Hanging with graceful majesty on the powerful wind currents, it soared with scarcely a beat of its strong golden wings.

"What a beautiful bird," said the changeling eagle to his neighbor, "What is he?"

"That's an eagle—the chief of the birds," the neighbor clucked. "But don't give him a second thought. You could never be like him."

So the changeling eagle never gave him another thought. And he died thinking he was a prairie chicken.

Anonymous

1. Research the definition of the word *changeling*. How does this word describe the eagle in the story?
2. What is the message of this story?
3. How do your feelings about yourself influence what you plan to do or become in the future?
4. Why is it important to take control of your feelings about yourself as well as to be aware of how you can influence how others feel about themselves?
5. Write a different ending to this story.

Source: *Understanding and Promoting Self Concept, Advanced Level*. St. Paul, Minnesota: Minnesota Department of Education, 1987.

WHAT SELF-ESTEEM MEANS IN YOUR LIFE

Listed below each level of self-esteem are characteristics and behaviors typical of a person at that level.

A person with HIGH self-esteem may . . .

- Often assume an active and constructive role in social groups
- Be eager to express self as an equal
- Often get involved with others; be sensitive to the needs of others
- Be more creative and self-confident
- Be physically healthy and happy
- Be willing to try new activities; be flexible and adaptable in changing situations
- Have a sense of humor
- Admit mistakes and make up for them
- Have a positive outlook; be happy, energetic, and enthusiastic; enjoy life
- Believe strongly in his or her principles and values
- Be capable of acting in his or her own best judgment
- Genuinely enjoy himself or herself and participate in a wide variety of activities
- Resist efforts of peers to dominate or control him or her
- Feel confident in the ability to deal with challenging situations, despite failures and setbacks
- Listen well to others needs, thoughts, and feelings

A person with MEDIUM self-esteem may. . .

- Be optimistic
- Be uncertain at times about self-worth
- Seek recognition to erase self-doubt
- Tend to conform
- Be expressive
- Be able to respond to criticism
- Be quite dependent upon social acceptance
- Be less adventuresome than those with high self-esteem

A person with LOW self-esteem may. . .

- Feel unloved and inferior; have difficulty in entering loving relationships
- Be a perfectionist and have impractical expectations for themselves
- Fear social situations
- Get discouraged easily
- Fear competition; be reluctant to try new things
- Feel isolated, persecuted, on the sidelines
- Frequently see self as helpless and incapable of improving the situation
- Be highly sensitive to criticism and afraid to make a mistake
- Be overly critical of others and self
- Blame others
- Be over-responsive to praise
- Be shy, timid, withdrawn, passive
- Be uncertain of own opinions and values
- Be jealous, possessive, aggressive

Source: K. Goodbar, *Self-Esteem: Feeling Good About Yourself!* Columbus, Ohio: The Ohio State University Extension Service: no date given.

GET THE FACTS ABOUT SELF-ESTEEM

Self-esteem is the relatively stable set of perceptions you hold about yourself. It's the value judgment you make about what you believe to be true about yourself.

Self-esteem involves a sequence of thinking and feeling. First, we have beliefs about ourselves and our relationships. Second, we place a value on these beliefs. Finally, we experience a positive or negative feeling about what we think is true about ourselves.

FACT OR OPINION: Indicate whether you believe the following opinions about self-esteem are true or false. Then read the research about self-esteem that supports or refutes each opinion.

a. It is hard to change low self-esteem into high self-esteem.
False. Research suggests that it will take some time, but it is possible to increase self-esteem. It takes self-acceptance, love and support from others, setting and achieving realistic goals, and positive experiences.

b. We inherit self-esteem.
False. People are not born with a low or high sense of self-esteem. Life experiences develop self-esteem.

c. Your self-esteem will determine how successful you will be in life.
True. To a large extent, this is true. People who feel good about themselves tend to take more risks. They tend to try different methods and observe situations from different perspectives. They feel good about themselves. They are more open about the decisions they make and find their decisions easier to live with. Many people with poor self-esteem are more concerned about protecting themselves than looking for solutions. They react to situations in more controlled ways. As a result, they succeed less often.

d. Self-esteem can affect achievement and creativity.
True. One's level of self-esteem can limit a person's use of his potential.

e. People with high self-esteem rarely encounter problems.
False. Research suggests that people with high self-esteem deal more effectively with problems. They perceive problems as being manageable, while people who have low self-esteem perceive problems as being overwhelming.

f. Persistence is a sign of high self-esteem and shows that the person is independent and believes strongly in a set of values.
True. To some extent, this is true. A person with a high self-esteem is more likely to take a stand about something in which he strongly believes. People with low self-esteem tend to give in or allow others to dominate them. Because of their low self-esteem, they feel insecure about their opinion.

Adapted from: J. Jones & J. Morgan-Coures. *I'm Me and I'm Glad.* Columbus, Ohio: The Ohio State University Extension Service, 1985.

FIVE AREAS AFFECTING SELF-ESTEEM

INTERNAL SOURCE

LOW/WEAK →	HIGH/STRONG
• Is based on external	• Is based on internal
• Believes in importance of looks, money, etc.	• Believes every person has value
• Focuses on what others say	• Focuses on what you say
• Focuses on how others treat you	• Focuses on how you treat yourself

UNIQUE TALENTS PACKAGE

LOW/WEAK →	HIGH/STRONG
• Unaware of own talents	• Knows own talents
• Compares self to others	• Does NOT compare self to others
• Competes with others	• Cooperates with others
• Has goal of I win–you lose	• Has goal of I win–you win

POSITIVE FOCUS

LOW/WEAK →	HIGH/STRONG
• Focus on negative in self	• Focuses on positive in self
• Puts self down	• Affirms self
• Focuses on negative in others	• Focuses on positive in others
• Puts others down, is mean	• Points out positive in others, is kind

PERSONAL INTEGRITY

LOW/WEAK →	HIGH/STRONG
• Says but doesn't do	• Keeps their word
• Starts but doesn't finish	• Completes what they start
• Is dishonest	• Is honest
• Is not trustworthy	• Is trustworthy

HUMANNESS

LOW/WEAK →	HIGH/STRONG
• Must be perfect	• Believes it's OK to make mistakes
• Blames others	• Admits own mistakes
• Holds grudges against self and others	• Forgives self and others
• Resists change and growth	• Seeks change and growth

Source: Institute for Affective Skill Development, P.O. Box 880, LaLuz, New Mexico 88337, 505/437-5282.

HOW WELL DO YOU LIKE YOURSELF?

Here is a way of looking at your self-esteem. By answering the statements below truthfully, you can get a general idea of how happy you are with yourself. Next to each statement, put a number that reflects your feelings about the statement.

3 = True most of the time
2 = True some of the time
1 = Rarely true
0 = Not true at all

______ 1. I enjoy waking up in the morning.
______ 2. I'm usually in a good mood, day or night.
______ 3. When I look in a mirror, I really like what I see.
______ 4. If I were a member of the opposite sex, I'd find me quite attractive.
______ 5. I really enjoy my work.
______ 6. I always have plenty of energy.
______ 7. I'm basically quite an optimistic person.
______ 8. I can laugh at my mistakes.
______ 9. If I could life my life over, there is very little I'd change in things I've done.
______ 10. I'm a very interesting person.
______ 11. I like the direction that I am growing and changing as a person.
______ 12. Other people really show they care about me.
______ 13. I am a kind and loving person.
______ 14. The people I care about really value my opinions and ideas.
______ 15. I don't wish that I were someone else.
______ 16. I express my feelings.
______ 17. There aren't very many people I'd trade places with in life.
______ 18. I lead an interesting and rewarding life.

______ TOTAL (SUM OF ALL SCORES)

SCALE:

44-55	Very high self-esteem, positive self worth, accepts oneself as okay.
34-43	Self-esteem is okay. Good self-worth and fairly well accepting of self and station in life. May wish to improve a little on self-image.
24-33	Self-esteem lower but is still okay. Acceptance of self and one's worth is less than one might like. Could do work on improving one's self-image and accepting oneself.
0-24	Person in NOT OKAY position. Self-worth and self-esteem lower than desirable. Needs encouragement and support from others. Needs work on changing "losing" attitudes and behaviors.

Adapted from J. Jones & J. Morgan-Coures, *I'm Me and I'm Glad*. Columbus, Ohio: The Ohio State University Extension Service, 1985.

LIFT OFF TO HIGH SELF-ESTEEM

ACCEPT YOURSELF AS SPECIAL AND UNIQUE

Know your strengths.
Accept your limitations. Make a plan to improve the things you can change.
Give yourself credit for doing things well.
Think positive thoughts.
Use positive self-talk.

DEVELOP A SENSE OF CONNECTEDNESS WITH OTHERS

Cultivate relationships with others who support you.
Reach out to others.
Get involved; volunteer to use your skills.

TAKE CONTROL OF YOUR LIFE

Take responsibility for your behavior.
Meet challenges; allow yourself to make mistakes; learn from them.
Develop new skills.

DEVELOP A WORKABLE SET OF VALUES AND GOALS

Know your values and examine the consequences of them.
Set realistic goals.
Use your values and goals in making decisions and solving problems.

CONTRACT FOR INCREASING MY SELF-ESTEEM

Think about your life, at home, at school, in general. Are you completely satisfied with your self-confidence and self-esteem? Most of us are not! Here's your opportunity to take control of increasing your self-esteem.

I (insert your name)____________________ would like to improve my self-esteem by (check one or more of the strategies below):

_____Developing a sense of connectedness with others
_____Taking control of my life
_____Developing a workable set of values and goals to support my self-esteem

My goals are:

I will accomplish these goals by:

(Describe what you can do:)

(Describe how you can do it:)

I will begin this plan on _________________________________and will check my progress toward this goal on____.

The outcome of this plan will be:

(Describe yourself once you've accomplished the change.)

I will give a copy of this to (Name of contract holder)______________________________, who will contact me by the due date to celebrate with me the beginning of a higher level of self-esteem.

Personal Development

Managing Stress

CONTENT MODULE 3

Module Overview

Practical Problem: What should I do regarding managing stress?

Competency 1.0.3: Enhance personal development of self and others throughout the life span

Competency Builders:
1.0.3.1 Analyze factors contributing to stress
1.0.3.2 Identify physical and emotional responses to stress
1.0.3.3 Evaluate positive and negative effects of stress on self, relationships, and work productivity
1.0.3.4 Identify healthy and unhealthy ways of dealing with stress
1.0.3.5 Implement strategies to manage stress
1.0.3.6 Create strategies for developing and maintaining constructive support systems

Supporting Concepts:
1. Factors contributing to stress
2. Consequences of stress
3. Ways to manage stress
4. Support systems

Teacher Background Information

Rationale

Stress is an inseparable part of the daily lives of adolescents. Moving through adolescence brings many rapid changes, including changes in physical appearance, sexual capacity, intellectual abilities, participation in more complex social relationships, entry into the world of work, larger and more demanding school settings, and new freedom from parental supervision. All these changes can be stressful, requiring new behaviors, increasing uncertainty, and in some cases, presenting threats to feelings of self-confidence or safety.

In addition, young people are living in a world of continuous and rapid change associated with a high degree of uncertainty. Each year, over one million children are in families in which the parents are getting divorced. Millions of children are exposed to violence in their families and communities, leaving them with a chronic sense of threat. In 1990, 12.7 million children lived below the poverty level. Living in poverty brings children into contact with frequent stressors associated with trying to meet the demands of daily life. Millions more live in families faced with conditions of economic uncertainty as large industries face the need for layoffs, reorganization, and wage cutbacks. Many American families are facing large personal debts that put them "one paycheck away" from bankruptcy. Even an activity that one might assume is relaxing, watching television, actually has many stress-inducing features. The commercials make demands on the viewer to buy their products; the news broadcasts bring images of tragedy and violence from around the world; and fictional violence increases a young person's perception that the world can be a threatening, dangerous place.

Managing Stress

CONTENT MODULE 3

Background

Stress may be defined as a physical reaction that occurs in response to any demand from the environment, especially those that create uncertainty. The body is prepared to respond to any demand with a stress response. The demand may be perceived as exciting, pleasant, and invigorating. This kind of demand is sometimes referred to as eustress. A demand may be perceived as threatening, unpleasant, or harmful. This kind of demand is usually referred to as distress. The distinction between eustress and distress often depends on the way an event is defined by the person. For example, one person may perceive the winter holidays as a time of social engagement, activity, and spiritual uplift; another person may perceive the same holidays as a time of loneliness, boredom, and depression. One cannot underestimate the importance of knowing how an event is defined by the person or group experiencing it. The meaning given to an event may depend on its timing, the historical context, the cultural beliefs surrounding the event, and other personal or family expectations. It would be a mistake to assume that any particular event is equally stressful to all who experience it.

Although we are accustomed to thinking about stress as being the result of unpleasant or negative events, positive as well as negative events produce stress responses. Weddings, graduations, and promotions produce stress responses, as do funerals, failing a course, or being fired. The stress response occurs in reaction to many small, day-to-day events--like hearing the buzzer of the alarm, worrying about missing the bus, or getting an invitation to an important social event--as well as in reaction to major life events. In fact, stress is part of the excitement of living in an unpredictable, changing world. Lack of change can itself be stressful if the person feels "trapped" in an environment that is not adequately challenging and stimulating.

Some situational conditions increase a person's exposure to stress. The most common is having too many things to do. In adolescence, especially as young people enter high school, they may find themselves overwhelmed by demands such as their schoolwork, extracurricular activities, peer relations, and increasing responsibilities at home. Because most young people have not yet developed effective time-management and planning skills, they are likely to become anxious or depressed because they cannot keep up with the many tasks they are expected to perform. In adulthood, a variety of lifestyle circumstances create a sense of overload, including the dual-earner family (especially when partners are combining parental and work responsibilities); graduate study (especially for those students combining work, school, and family); and holding two or more jobs.

The physiological stress response is an automatic reaction that gives people the needed energy, attention, and strength to face demands and protect themselves. A number of physical changes take place as the body prepares itself for facing challenge or fleeing from danger. Adrenaline production is increased. Blood pressure rises, and this increases pulse rate and respiration. Blood coagulation mechanisms make the blood clot more readily in case of injury. Sensory systems become more focused, helping people to be more attentive to certain stimuli and to block out others. In many demand situations, these responses are extremely helpful. However, if the demands continue for too long or if too many demands occur at once, a person will become exhausted.

When we say that a person is under stress, we usually mean that they are showing signs of having reached the limit of their ability to absorb and rebound from the repeated demands that produce the stress responses. Certain physical symptoms can serve as clues that repeated demands are taxing a person's limits of stress management. These include general irritability, pounding of the heart, dryness of the throat or mouth, inability to concentrate, accident proneness, loss of vigor, anxiety, stuttering or other problems in speech, insomnia, unusual sweating, severe headaches, noticeable change in appetite, pain in the neck or lower back, increased smoking, and increased use of drugs, including alcohol.

Some people are able to handle stress better than others. The following characteristics have been associated with reduced vulnerability to symptoms of stress:

1. Having a good support system. Individuals who are integrated into meaningful personal relationships appear to be less susceptible to illness and other stress symptoms than those who lack such support. Supportive relations enhance self-esteem, help the person manage strong emotions, provide information and alternate strategies for solving problems, and encourage the person to take steps that will encourage a healthy lifestyle. Some relationships are more important in this respect than others. For example, personal friends are more important than fellow students or co-workers in providing the benefits of protection from stress.

   The benefits of social support are complicated in part by the risks or exposure to the stresses that take place in the lives of those you care about. For example, adolescent girls are likely to be involved in close friendships that protect them from stress symptoms, but they are also disturbed by learning about the stressful events that take place in the lives of their friends.

2. Conceptual Maturity. People who can approach stressful situations objectively as problems to solve appear to be less vulnerable to the symptoms of stress than those who feel trapped or overwhelmed by the situation. Stress is reduced through cognitive capacities, such as thinking out problems, devising strategies, and continuing to make progress without becoming derailed; critical thinking skills; time management; flexibility; wide-ranging information-processing skills; and the ability to generate alternative solutions in problem situations. Through the use of cognitive capacities, one succeeds either in modifying the situation or in modifying one's perception of the situation so that the feeling of threat is reduced.

3. Mature interpersonal competence. Many stressful situations require some negotiation or restructuring of the situation with others. Knowing how to listen to what others want of you, how to express your own needs in the situation, and how to cooperate to achieve a resolution are all important to reducing stress. In some cases, stress is reduced simply by being able to take the other person's point of view and achieving a new level of empathy or respect for that person.

4. Psychological maturity. People who have achieved personal maturity are less likely to be overwhelmed by emotions such as guilt or shame associated with feeling unable to meet the demands of others or never being good enough. Psychological maturity suggests that one is able to achieve the emotional self-control and balance that allow one's cognitive competencies to operate effectively. This requires skills in relaxing, identifying and controlling certain physical tensions linked to stress, and learning methods for expressing strong emotions as appropriate. With maturity, one experiences centeredness–a feeling that you are in control of most things that happen to you and that you can accept not being in control of others; you are not thrown off by daily successes and failures or the judgments of others. A related concept is inner directedness–knowing your own beliefs and values, and taking pleasure in the development of interests and activities that become an increasingly important source of personal satisfaction. Psychological maturity includes finding meaning and satisfaction in contributing to the well-being of others. With self-knowledge, one is able to set priorities, balancing time devoted to your own needs and time devoted to meeting others' demands.

Managing Stress

CONTENT MODULE 3

The ability to manage stress can be developed in families, schools, and other community institutions and groups. To develop mature interpersonal competence for personal family living, home economics teachers can help adolescents develop the critical and creative thinking skills involved in practical problem solving, self-management and self-control skills, interpersonal relationship skills, nurturance skills, and self-knowledge. Teaching strategies such as self-reflection and analysis, relaxation strategies, cooperative learning, and problem-solving activities, combined with concept-development learning experiences requiring deep information processing, will help develop both intellectual and social-emotional resources required for conceptual maturity and stress management.

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Learning Activities

1. Factors contributing to stress

a. Close your eyes and recall a recent experience that you considered to be very stressful. Recall the circumstances of the experience, how you felt physically, and the feelings you experienced. After you have recalled this experience, listen to a relaxation tape and participate in a relaxation exercise.

Following the relaxation exercise, describe how you feel physically and emotionally. As a class, list your responses to both the stressful experience and the relaxation exercise. Compare the effects of the two experiences.

Discussion Questions
- *Why should you be concerned about stress in your life? The lives of others?*
- *What would happen if you made no attempt to manage stress in your life?*
- *What kinds of events and experiences are presently causing stress in your life?*

b. In small groups, complete **What Causes Stress? (p. 136)**. Share your responses to this activity with the class and describe the criteria you used to determine whether an event would be highly stressful, moderately stressful, or minimally stressful. Place the stress-contributing factors listed below on the chalkboard or overhead transparency. Explain how each of these factors is present in the events you have classified.

(1) Degree of change associated with an event
(2) Unpredictability of the event
(3) Lack of control over the event
(4) Degree of conflict generated by the event

Discussion Questions
- *Were your classifications similar to or different from those of other groups? Why or why not?*
- *What criteria did you consider when deciding the level of stress that could be caused by each event?*
- *Which of these events have caused stress in your life?*
- *Which of these events would cause very little stress for you? Why?*
- *Would you consider any of these events positive? If so, why might a positive event be stressful?*

c. Review **Where is Your Comfort Zone? (p. 137)**.

2. Consequences of stress

a. Divide into four groups. Using a large sheet of paper, write a description of an event or experience that would cause stress. Pass the paper to the next group and get a new paper from another group. Read the situation at the top of the paper and write the positive and negative ways the situation affects self. Pass the papers again and read your next situation. On that paper, write the positive and negative ways the situation would affect relationships with others. Pass the papers one last time and add the positive and negative ways work productivity may be affected. Find your original paper and read all answers. Summarize the positive and negative consequences of stress.

b. Using **Is Stress Taking a Toll on You? (p. 138)**, identify your level of stress symptoms and whether or not you are suffering from stress overload. Identify the consequences of your level of stress for yourself, your family, your friends, and your school.

c. **Action Project:** For one or two weeks, keep a chart identifying situations or events that serve as a source of stress for you. For each situation or event, record a description of your emotional response and your physical response. Summarize the information recorded on the chart and reflect on those things that cause stress in your life by answering the questions below.

(1) What feelings do I most often have, expressed or unexpressed, about these situations?
(2) What physical symptoms of stress do I most often experience?
(3) How many of these situations or events do I perceive as very stressful, moderately stressful, and mildly stressful?
(4) What situations or events in my life seem to be causing most of my stress?
(5) What are the consequences of my level of stress for me? My family? My friends? My community?
(6) Is my level of stress manageable for me? Why or why not?
(7) What could I do to better manage or deal with the stress in my life?

3. Ways to manage stress

a. In small groups, select one of the stressful situations below and list all the possible methods of dealing with it. Review your list and determine which of the reactions are healthy and which are unhealthy. Share your list with the class. Draw a chart on a chalkboard, poster, or overhead transparency and classify your ways of dealing with stress into emotional, physical, and relational (those concerning relationships with others) responses. Star those examples on your chart that represent healthy methods of dealing with stress. Determine the criteria you used to decide whether or not the method of dealing with stress was healthy or unhealthy.

(1) Your father recently remarried a woman who has two other teenage children, and they all moved into your house. You now have to share a bedroom with your stepsister. To make matters worse, you are not getting along with your new stepmother.
(2) It is the week before the competency tests. You must pass the math competency test in order to graduate. You have failed the test twice before, and your parents, friends, and teachers have been giving you lots of advice about how to pass the test.
(3) Your grandmother, with whom you are very close, has just been diagnosed with cancer. She is expected to live a few more months.
(4) You have a major English assignment tthat involves writing and presenting a persuasive speech. You have to complete this project to pass the class, but you hate talking in front of people, especially your peers.
(5) Your best friend recently began an alternative school program and goes to another school building across town. You have been used to seeing your friend two or three times a day and sharing long talks after school. Now you feel lonely and left out. You have other acquaintances at school, but no one like your best friend.

Discussion Questions
- *Which of these reactions to stress would be beneficial to you? Which would be harmful? Explain your judgments.*
- *How are the three areas of reacting to stress interrelated?*
- *Why would you want to choose healthy ways to deal with stress?*

b. Read **Ways to Deal with Stress (p. 139)**. Identify the strategies that you would be most likely to use.

c. In small groups, use one of the case studies listed earlier in this module and develop a plan for managing stress in that situation. Present your plan to the class.

Discussion Questions
- *Will the plan be effective in managing the stress for that particular situation? Why or why not?*
- *How did you determine what was best to do in each situation?*
- *What are the consequences of your plan for self and others?*

d. **FHA/HERO:** Sponsor a stress-awareness week at your school. Make a list of ideas for dealing with stress, such as those listed below. Develop a display highlighting these suggestions for your school. In the daily announcements or school bulletin, provide suggestions for reducing and managing stress.

(1) Work off stress by exercising
(2) Talk out your worries with someone you trust
(3) Learn to accept what you cannot change
(4) Get enough sleep and rest
(5) Balance work and recreation
(6) Do something for others
(7) Take one thing at a time

e. Complete the sentences below and use your responses to help you identify ways to reduce or cope with your own stress.

(1) I enjoy doing. . .
(2) One way I like to relax is . . .
(3) If I had time to myself, I would. . .
(4) My favorite place is . . .
(5) My special place just for myself is . . .
(6) A friend, family member, or community group supportive to me is . . .
(7) When something is bothering me, I am most likely to talk to . . .
(8) I know that I am getting stressed out when . . .

f. In cooperative learning groups, select one of the following methods for reducing or controlling stress and lead the class in a stress-reduction exercise using that technique. Identify the advantages and disadvantages of using each technique to reduce stress.

(1) Relaxation techniques
(2) Exercise
(3) Humor

g. In small groups, take three minutes to brainstorm as many fun activities as you can think of that help you reduce stress. Post your lists in the classroom. Compare your list to **Natural Highs (p. 140)**. Highlight those things on the list of natural highs that help you reduce or minimize your stress level. Explain why it is important to be aware of activities that provide an outlet for stress.

h. **Action Project:** Design a healthy plan of action for coping with and managing your own stressful situations. Include positive emotional, physical, and relational reactions to stress. In a journal, record your progress in managing your stressful situations.

4. Support systems

a. Write the definition of *support system* on an overhead projector, chalkboard, or poster (Suggested definition: *those groups, individuals, persons or objects that will provide support and guidance for you when you are in need. A support system includes people who believe in you and are trustworthy and dependable.*) Generate examples of support systems that could help in dealing with stress in each of the categories listed below.

(1) Informal or personal: friends, family, relatives, teachers
(2) Formal or professional: physicians, counselors, professional support groups

Discussion Questions
- *How could support systems help you deal with stress?*
- *How would you know when to use a support system to deal with stress?*
- *What would happen if you did not have a support system to help you deal with stress?*

b. **FHA/HERO:** Invite your school guidance counselor to class to discuss school and community resources that could be sources of support for dealing with stress.

c. Make a "Stress Band-Aid" box filled with items or symbols of ways you personally control or cope with stress. Decorate the box and fill it with items that represent activities that you enjoy, a quarter for phone call to a friend, significant others' photos, a list of phone numbers to call when you need to talk, a picture of an exercise you enjoy doing, and/or a tape of music that helps you relax. In pairs, share the items in your box.

Assessment

Paper and Pencil

1. Given case studies, analyze each situation and describe at least three factors that are contributing to stress.
2. Without the aid of references, identify at least five physical and five emotional responses to stress.
3. Given case studies, evaluate the positive and negative effects of stress on self, relationships, and work productivity.
4. Without the aid of references, identify at least three healthy and three unhealthy ways of dealing with stress.

Classroom Experiences

1. In small groups, use a case study and develop a plan for managing stress in that situation.
2. In cooperative learning groups, select one method for reducing or controlling stress, and lead the class in a stress-reduction exercise using that technique. Identify the advantages and disadvantages of using each technique to reduce stress.
3. Sponsor a stress-awareness week at your school. Make a list of ideas for dealing with stress. Develop a display highlighting these suggestions for your school. In the daily announcements or school bulletin, provide suggestions for reducing and managing stress.

Application to Real-life Settings

1. For one or two weeks, keep a chart identifying situations or events that serve as a source of stress for you. For each situation or event, record a description of your emotional response and your physical response. Summarize the information recorded on the chart and reflect on those things that cause stress in your life.
2. Design a healthy plan of action for coping with and managing your own stressful situations. Include positive emotional, physical, and relational reactions to stress. In a journal, record your progress in managing your stressful situations.

WHAT CAUSES STRESS?

Write each of the situations below on an index card. In small groups, shuffle the cards. Draw one card at a time and place it in one of three piles based on whether the event on it is one you would consider to be extremely stressful, moderately stressful, or minimally stressful.

Major personal illness or injury

Suspension from school

Increased number of arguments with parents

Unwanted pregnancy

Selection to an athletic team

Separation of parents

Death of a family member

Loss of parent's job

Enrollment in a new school

Recognition for athletic performance

Failing grades

Break-up with boyfriend or girlfriend

Loss of a close friend

Illness or injury of family member

Listed on the honor roll

New boyfriend or girlfriend

Acceptance to college

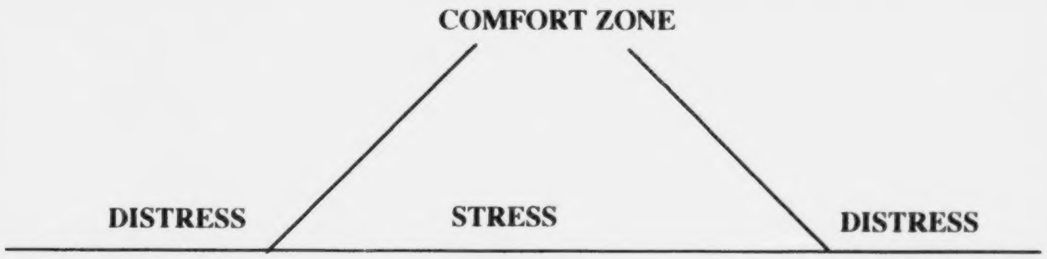
WHERE IS YOUR COMFORT ZONE?

Most people perceive stress as negative. That's probably because by definition, stress is a perceived threat or demand that somehow exceeds one's capabilities to easily deal with it.

Yet stress has a positive side. Low levels of stress act as motivators, as devices that challenge and promote interests. Not having enough stimulation can result in distress.

Distress is stress that is unpleasant, threatening, or harmful. Levels of stress that are too high or too low can cause distress. Experiencing distress can the cause many physical illnesses and diseases.

How stress affects you, however, depends on your perception of that stress and your flexibility and feelings of control over your reaction to stressful situations. Your comfort zone is the amount of stress that provides enough excitement and challenge without making you feel overwhelmed. Each person's comfort zone is a little different from someone else's.



Understimulation: Stressors are too few in number and not very intense.

Stimulation : Stressors produce excitement and challenge.

Overstimulation: Stressors are too many in number and very intense.

Source: *Oregon Parenthood Education Curriculum*. Salem, Oregon: Oregon Department of Education, 1990.

IS STRESS TAKING A TOLL ON YOU?

Directions: Score each symptom from 0-5 depending on how often you experience the symptom.

O=Never experienced
1=Experienced one
2=Experienced more than once in a lifetime, but not monthly
3=Experience 1-3 times per month
4=Experience 1-2 times per week
5=Experience 3 or more times per week

_____ Headaches
_____ Digestive problems (stomachaches, vomiting, constipation, diarrhea)
_____ Blurred vision
_____ Respiratory problems (shortness of breath, hyperventilation, asthma)
_____ Skin problems (acne, rashes, hives, eczema)
_____ Neck or back pain
_____ Frequent urination
_____ Muscle cramps or sore muscles
_____ Teeth grinding (while awake or asleep) or tooth decay
_____ Heartbeat irregularities (pounding, skipping a beat)
_____ Fainting spells
_____ Cold sweats and hot flashes
_____ Allergies
_____ Nervous twitches
_____ Nervous habits (nail biting, smoking, gum chewing, hair twirling, fidgeting, tapping)
_____ Premenstrual tension (for females)
_____ Sleep disorders (insomnia, oversleeping, nightmares, irregular sleep patterns)
_____ Eating too much or too little, loss of appetite
_____ Eating disorders (bulimia or anorexia nervosa)
_____ Substance abuse
_____ Depression
_____ Inability to concentrate
_____ Fatigue
_____ Nervous symptoms: trembling, shaking, dry mouth, easily startled, sweaty palms

- Scores between 0 and 49 are normal.
- If you scored between 50 and 74, your body is telling you that you are in a high-stress situation, whether you are aware of it or not.
- If you scored between 75 and 100, you are most likely in a chronic stress situation and it might be wise to take action to remedy this situation immediately.
- If you scored over 100 points, your chronic stress is very severe, and it might be a good idea for you to talk with a school counselor or another trusted adult and make an appointment for a checkup with your physician.

WAYS TO DEAL WITH STRESS

HEALTHY WAYS

1. Behavioral Coping Strategies

Controlling Stressful Situations: When avoiding an event is not practical, controlling its timing may be helpful. Example: a couple who are planning to have a baby in the summer, for instance, may postpone looking for a new house until the following year.

Problem Solving: Confronting the matter head-on; enables the situation to become a positive challenge rather than a negative setback. Problem solving is a very healthy strategy that tends to develop flexibility and to sharpen insights and attention to detail.

Professional help and support groups: Support groups play a positive role in reducing stress.

Training: Being unsure of our ability to deal with a situation can cause stress. Training oneself how to deal with stress can be helpful. When stressful situations arise, you will be more apt to handle them with the least amount of stress.

Informational Responses: Lack of information lends stress to many situations. Being informed in such a situation could take undue stress off the system, allowing a better state of mind for healing.

Social Support: Having a network of people upon whom you can rely in time of crises can help you cope with stress.

2. Modifying Physical Reactions to Stress

Relaxation: Relaxation is a method used to reduce muscle tension.

Progressive relaxation: Lying down and tensing and relaxing each major muscle group in turn.
Meditation: Relaxation technique that has been shown to counteract both physical and psychological responses to stress.

Exercise: Physical activity stimulates and provides an outlet for physical arousal and may burn off stress hormones.

3. Psychological Coping Strategies

Cognitive Preparation: "The work of worrying" enables a person to rehearse possible outcomes mentally. In this way he or she is better prepared for whatever does happen than is someone who has used denial or intellectualization beforehand.

Intellectualization: A person watches the situation from an emotionally detached standpoint.

UNHEALTHY WAYS

1. **Ignore or Avoid Stressors:** By withdrawing from the situation a person ignores the problem and pretends it will go away or uses defense mechanisms. This could involve withdrawing from others, ignoring the physical and emotional responses from stress, or trying to escape by abusing drugs or alcohol.
2. **Take Stress Out on Others:** A person could blame others for stress, complain, get angry and fight with others.

NATURAL HIGHS

A NEW HOBBY. SWIMMING THE LAST LAP. CHRISTMAS CAROLS. A LONG-DISTANCE CALL FROM A FRIEND. GOOD GRADES. WATER SKIING. A HUG. YOUR TEAM WINNING. LISTENING TO A CHILD GIGGLE. WATCHING A SUNSET. DECIDING NOT TO WATCH YOUR FAVORITE TV SHOW TO GET YOUR HOMEWORK DONE, AND THEN FINDING OUT AFTER YOU FINISH THAT THE SHOW WAS DELAYED AND YOU STILL GET TO WATCH IT. YOUR HEARTBEAT WHEN YOU SEE SOMEONE YOU LIKE. WATCHING A CAT TAKE A BATH IN A PATCH OF SUN. INTERCEPTING A PASS. NEW PENCILS AND SUPPLIES ON THE FIRST DAY OF SCHOOL. EATING PIZZA. A LONG, HOT SHOWER. FINISHING THE PEACH TREE ROAD RACE. A SPIDER WEB WITH DEW ON IT IN THE EARLY MORNING SUN. A GREAT BOOK. READING UNDER AN ELECTRIC BLANKET ON A RAINY DAY. YOUR FIRST SOLO BIKE RIDE. INTERNATIONAL TRAVEL. CHILI DOGS. READING BEFORE AND AFTER ADS ABOUT OVERWEIGHT PEOPLE. INTIMACY. A GOOD TALK WITH A FRIEND. A GREAT IDEA. SNOW SKIING. A KITTEN. ENTHUSIASTIC PEOPLE. CLIMBING TREES. GOD. WATCHING THE MOON. PLUNGING YOUR HOT BODY INTO A COOL POOL. DOGS NUZZLING EACH OTHER. AN AFRICAN VIOLET THAT BLOOMS. RUNNING IN THE FALL. A RACHMANINOFF PIANO CONCERTO. RELAXING TO SATURDAY MORNING CARTOONS. MAKING SOMEBODY LAUGH. SURFING. WALKING ON THE BEACH. DECORATING A CHRISTMAS TREE. PLAYING THE PIANO. SAILING. FIXING SOMETHING THAT'S BEEN BROKEN. WRITING SOMETHING EXACTLY THE WAY IT HAS TO BE WRITTEN TO SAY WHAT IT HAS TO SAY. A JOB WELL DONE. CREATIVITY. FOOTBALL. SLUMBER PARTIES. MEDITATION. LIKING YOUR PARENTS. LIKING YOUR CHILDREN. THE QUIET AFTER A SNOWFALL. RIDING DOWN THE STREET IN A SPORTS CAR, SWITCHING GEARS. FRIEND. SINGING. COOKING SOMEBODY THEIR FAVORITE MEAL. REALLY OBSERVING THINGS. A LETTER FROM A FRIEND. COLOR. FRISBEE. BEING APPRECIATED. NEEDLEWORK. LOSING WEIGHT. BEING NOTICED BY SOMEBODY YOU'VE BEEN NOTICING. A WARM SMILE FROM A STRANGER. SUCCESS STORIES. THE PACHELBEL KANON. DANCING. FINISHING A TERM PAPER. THE FIRST WEEK OF SCHOOL. THE LAST WEEK OF SCHOOL. THE DAY THE YEARBOOK COMES OUT. LAUGHTER. RECOGNIZING THE TRUTH IN SOMETHING YOU READ. HEARING SOMEBODY SAY, 'I LOVE YOU.' HOLDING HANDS. CLEAN HAIR. STOPPING SMOKING. THE FIRST SPRING FLOWER. LOVING YOURSELF. BREAKFAST IN BED.

Source: *Bridging the Gap*, Atlanta, Georgia: Printed Matter, Inc, 1983.

Achieving Career Goals

CONTENT MODULE 4

Module Overview

Practical Problem: What should I do regarding achieving career goals?

Competency 1.0.4: Formulate plan to achieve career goals

Competency Builders:

1.0.4.1 Analyze value of work ethic in relation to personal and family values and goals
1.0.4.2 Evaluate work as a means of achieving personal and family goals
1.0.4.3 Compare impact of being employed or not being employed on well-being of self and others
1.0.4.4 Describe difference between a job and a career
1.0.4.5 Assess importance of setting short-term and long-term career goals
1.0.4.6 Predict long-term significance of schooling
1.0.4.7 Analyze factors affecting career goals
1.0.4.8 Evaluate career choices in relation to self-esteem, self-formation, lifestyle goals, and well-being of others
1.0.4.9 Establish career goals
1.0.4.10 Choose experiences and resources needed to achieve career goals
1.0.4.11 Describe employability skills necessary for getting and keeping a job

Supporting Concepts:

1. Value of work
2. Career goals
3. Factors affecting career goals
4. Career choices
5. Employability skills

Teacher Background Information

Rationale

About half of our youth graduate only from high school or drop out (William T. Grant Foundation Commission on Work, Family and Citizenship, 1988). Without career goals and a plan to reach those goals, these youth are often unprepared to take their place as responsible citizens, to start new families, or to work in anything but the most menial, dead-end jobs. Without encouragement, information, and financial assistance, high school completion and other career-development activities, such as job training and/or college attendance, are not possible. Consequently, adolescence is a critical period for the formation of work-related orientations and identity as well as for educational and occupational decision making (Mortimer, 1991).

Adolescents need career goals in order to maintain a focus and acquire the skills necessary for career acquisition, maintenance, advancement, and enhancement (Carnevale, et al., 1990). Adolescence is also a time when students can take the greatest advantage of educational opportunities. Since the fastest growing careers of the future will be those that require the most educational preparation

(*Occupational Outlook Handbook*, 1990), adolescents need to investigate career options and set career goals early in order to best take advantage of the educational opportunities available to them.

Background

Exploration, decision making, and goal planning play important roles in adolescents' career choices. Adolescents often approach career exploration and decision making with considerable ambiguity, uncertainty, and stress. Because adolescents often do not understand the value of work and its relation to personal and family values and goals, many of the career decisions they make involve floundering and unplanned changes. Most adolescents do not adequately explore careers on their own. For example, they often do not know what information to seek about careers, nor where to find that information (McDonnel & Grubb, 1990).

Although anyone can get a job to earn money, having a career or profession requires planning and goal setting. There are usually many careers available to each of us, careers that provide a reasonable match with our abilities. Our sociocultural experiences exert a strong influence on career choices. Among the important sociocultural factors that influence career development are social class, parents, peers, and schools (Johnson & Packer, 1987). Educational experiences with a wide range of career choices provide increased benefits for adolescents in search of satisfying careers.

For adolescents bound for higher education and a professional degree, the education system provides ladders from school to career. Most youth, though, step off the education ladder before reaching the level of a professional career. Work experiences for these students could include cooperative education, internships, apprenticeships, preemployment training, and youth-operated enterprises. These experiences feature opportunities for youth to gain work experience, be exposed to adult supervisors and models in the workplace, and relate their academic training to the workplace.

Career goals give direction to career preparation, career development, and career advancement. Without goals, individuals have no sense of direction, no guide for action, no reason for working (Campbell, 1974). The lack of definite educational goals and lower occupational aspirations than their peers are two academic factors involved in dropping out of school (Fennimore & Pritz, 1988). Individuals without a sense of direction flounder from one tentative activity to another. They refuse to assume responsibility for their choices, make little effort to achieve their goals, fail to use their assets, and have low aspirations. A goal is a desired state of future affairs and serves as a guide for action and an explanation of why work is done. Career goals include long-term goals, medium-range goals, and short-term goals. For example, being an executive secretary is a long-term goal; finishing business school a medium-range goal; going to typing class tomorrow a short-term goal.

A work ethic is an individual's or society's attitude and philosophy toward work (Jorgensen & Henderson, 1990). The belief that all able-bodied people should work and that work should be a major part of one's existence is basic to the American work ethic. This work ethic is reflected in the personal qualities and management skills identified by employers as workplace basics. Demonstrating responsibility, integrity, punctuality, regular attendance, neat appearance, and good conduct indicate a strong work ethic. Inherent in the ethic of responsibility is the belief that individuals should exert a high level of effort and persevere to attain goals (SCANS, 1991). Efficiency, productivity, loyalty to one's employer, hard work, and self-sacrifice for one's job are other examples of a strong work ethic. In contrast, lazy work habits and idleness are examples of a poor work ethic.

Although work ethics define what is right or wrong to do on one's job, and usually indicate healthy work attitudes and habits, work ethics can become unhealthy when taken to extremes. When individuals cannot control their work level, working extremely long hours to the detriment of the health of themselves and their families, they are said to be workaholics (Jorgensen & Henderson, 1990). Employers who are workaholics can have unreasonable work expectations, which can interfere with employees' personal and family needs.

Although it is necessary to have experience and be well trained, job success does not automatically happen when individuals have high technical skills, or when they are reliable and responsible. Job success depends on a variety of employability skills. An extensive study of employers by the United States Department of Labor and the American Society of Training and Development (Carnevale, et al., 1990) identified basic workplace skills. These 15 employability skills fall into these categories:

(1) Learning to learn
(2) Reading, writing, and mathematics
(3) Communication
(4) Adaptability (creative and critical thinking and problem solving)
(5) Group effectiveness (interpersonal skills, negotiation, and teamwork)
(6) Leadership and organizational effectiveness
(7) Personal management (self-esteem, goal setting and motivation, and personal and career development)

The personal and career development skills include three categories. The preemployment skills category includes world-of-work awareness, labor market knowledge, occupational information, career planning, decision making, and job search techniques (phone contacts, resumes, applications, interviews, and follow-up letters). The personal management (work maturity) skills category includes positive work habits; attitudes; behaviors such as punctuality, regular attendance, neat appearance, and good conduct; and daily living skills, such as using the telephone, telling time, going shopping, renting an apartment, opening a bank account, and using public transportation. The third category, home and family management and relationship skills, involves balancing family pressures with those of education and work (Gloeckner, et al., 1992).

The lack of technical and employability skills often leads to unemployment. Unemployment causes a reduction of financial means and uncertainty about the future for most individuals. Young people not bound for college are particularly affected. There are 20 million noncollege-bound people ages 16 to 24 in the economic limbo of unemployment, part-time jobs, and poverty wages (William T. Grant Foundation Commission, 1988). Young workers of ages 20-24 suffer extraordinarily high unemployment rates: 6 to 8 percent for whites, 11 percent for Hispanics, and 20.3 percent for blacks in 1988. Teenagers' unemployment rates remain catastrophically high: 15.8 percent in August 1988 for all teenagers, and 32.4 percent for black teens. Consequently, the real income for these workers is in steep decline, and has been for more than a decade. Mean earnings for young (ages 20 to 24) male workers were $9,027 in 1986, one fourth less than this age group earned 13 years earlier ($12,166 in 1986 dollars). The median income of families headed by a person between ages 20 and 24 fell 27 percent from 1973 to 1986–from $20,821 to $15,107.

There is little doubt that career goals and planning will continue to be an important factor in the future. International job competition is likely to intensify, and the traditional source of entry-level workers is projected to drop off substantially in the 1990's. Demographic data make clear that employers and educators will soon face a radically different work force, reflecting cultural, gender, and age diversity. Successfully educating, training, and managing this diverse work force will be a high priority. Students who have had an opportunity to explore career options and set realistic career goals will be well prepared to make a significant contribution to the work force of the future.

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William T. Grant Foundation Commission on Work, Family, and Citizenship (1988). *The forgotten half: Pathways to success for America's youth and young families.* Washington, D.C.: The William T. Grant Foundation Commission on Work, Family, and Citizenship.

Learning Activities

1. **Value of work** a. Respond to the following twelve statements by using these signals:
    - strongly agree: hand held high, wave in a circular motion;
    - agree: hand held high;

- no opinion: wave hand back and forth in front of self;
- disagree: thumbs down;
- strongly disagree: thumbs down sign and wave in a circular motion.

Following your responses to the statements, write the definition of *work ethic* on the chalkboard (Suggested definition: *an individual's or society's attitude and philosophy about work*). Describe what you think the work ethic is for our country and identify the statements below that reflect that work ethic.

(1) Work should be fun.
(2) Everyone who can work, should work.
(3) To get a good day's pay, you should do a good day's work.
(4) People should like their jobs.
(5) Hard work is a source of personal satisfaction.
(6) If you word hard, you will be rewarded.
(7) Work can give people a sense of purpose in life.
(8) No job is perfect.
(9) The best jobs pay the most money.
(10) All jobs require hard work.
(11) A fast worker is a good worker.
(12) Personality has a lot to do with success on any job.

Discussion Questions
- *What values are reflected in these statements?*
- *Which of these statements reflect your personal, or family's, values and goals?*
- *What are the consequences of taking action based on each of these value statements?*
- *Why is the American work ethic important to individuals, families, the economy, and a democratic society?*

b. In small groups, write three personal goals. Then make a second list including three family goals. Share your list with the class and compile them on a chalkboard. Determine how work could be a means of achieving these goals.

Discussion Questions
- *How might these personal goals affect a person's career?*
- *How might these family goals affect the career involvement of family members?*
- *How can having a career help in achieving personal goals? Family goals?*

c. Prepare slips of paper with the word "employed" on all but one slip. Write the word "unemployed" on the remaining slip. Put the slips of paper into a container and select a slip. Repeat the process three times. Discuss the reactions to having continued employment and to being unemployed. Make a list of some reasons why people would become unemployed, such as those in the following list. Identify the values and situational factors underlying each reason and the consequences of being unemployed for each reason.

(1) Temporarily out of work
(2) Disabled
(3) Too young to work
(4) Too old to work
(5) Working at home to care for children
(6) Supported by someone else
(7) Lose welfare benefits if employed
(8) Spouse won't allow you to work
(9) Lack of transportation to work site

Discussion Questions
- *How does unemployment in each of the situations affect self? Family members? Society?*
- *How would you get income to live if you were unemployed?*
- *Is it acceptable to be unemployed? Why or why not?*

2. Career goals

a. Select a fortune cookie with a sample short-term or long-term career goal. Review the meaning of the term *goal* and distinguish between long-term and short-term goals. Categorize the goal selected as a short-term or long-term goal and display it in the appropriate category on a bulletin board entitled "Grab Hold of Your Future." When all fortune cookie messages are displayed, the bulletin board should reflect a variety of goals, including short-term and long-term.

Discussion Questions
- *Why are these types of goals important?*
- *What happens when a person has long-term career goal without short-term career goals?*
- *What happens when a person has no career goals?*
- *Is it too early to begin planning your career? Why or why not?*

b. Invite a motivational speaker, such as a university career center director, probation officer, human relations director, technical school recruitment officer, or U.S. Armed Services representative, to address the value of a career, of setting short-term and long-term career goals, of a positive attitude toward career, and of experiences to help one achieve career goals. Following the presentation, evaluate the speaker's message using the questions below. Share your responses with the class.

(1) Why was work important to this person?
(2) What background experiences did this person have that gave him or her the ability to do this job?
(3) How did this person's career choice affect his or her family?
(4) If you wanted to do this kind of work, how could you prepare for such a position? What would be your short-term and long-term goals?
(5) What can you do to set career goals that are appropriate for you, your vision of your future family, and the work world?

c. In small groups, develop definitions for the words *job* and *career*, that distinguish between the two terms. Share your definitions with the class. Explain why it is important to know the difference between these two words when planning for a lifelong career.

Discussion Questions

- *Do you plan to have a career? Why or why not?*
- *What would happen if everyone viewed their work as a career?*
- *What would happen if everyone viewed their work as a job?*
- *How would the goals for a job and the goals for a career be similar? Different?*

d. Make a list of experiences and resources that could be used to achieve short-term and long-term career goals, such as those listed below. Explain the availability of these experiences and resources and the importance of utilizing them to achieve short-term and long-term career goals.

(1) High school courses
(2) Volunteer experience
(3) Part-time work experience during high school
(4) School activities and organizations
(5) Secondary job-training programs
(6) Postsecondary education and training
(7) Tech-prep programs
(8) Scholarships for postsecondary education
(9) Family responsibilities
(10) High school guidance department

Discussion Questions

- *Why should you be aware of these experiences and resources?*
- *Which of these experiences and resources are available to you now? Could become available to you in the future?*
- *Which of these experiences and resources would be most beneficial to you in helping you achieve your career goals?*

e. Invite a panel of adults with varying levels of education to discuss the long-term significance of their schooling. Include panel members who have dropped out of school and later returned to earn their diploma or Certificate of Educational Equivalence (GED), as well as those with technical school, two-year, and four-year degrees. Develop questions to ask of panel members, such as those listed below. At the end of the presentation, list the long-term and short-term consequences of schooling.

(1) What were the biggest challenges you faced when you were in school?
(2) How did you overcome these challenges to achieve your goals regarding schooling?

(3) How has your schooling made an impact on your career? Your family? Your feelings of self-worth?
(4) What advice would you give to students who are presently in high school?

Discussion Questions
- *Why is schooling important for individuals? Families? Society?*
- *What would be the short-term consequences of dropping out of high school? The long-term consequences?*
- *How can you take advantage of present and future opportunities for schooling?*

3. Factors affecting career goals

a. Write the personal factors listed below on the chalkboard, an overhead transparency, or a poster. Rank the factors according to how strongly each would influence your career choices. Justify your rankings.

(1) Personal goals
(2) Personal values
(3) Gender
(4) Friends
(5) Family
(6) Community
(7) Teachers
(8) Lifestyle
(9) Interests
(10) Skills

Discussion Questions
- *Which of these personal factors has the greatest influence on your career choice? Why?*
- *Which of these personal factors has the least influence on your career choice? Why?*
- *Which of these factors can you control?*

b. Complete **Dictionary of Me (pp. 155-156)**. Choose two or three of the characteristics that you would like to change, and make a plan as to how you could change these characteristics.

Discussion Questions
- *How can an awareness of your personal qualities affect your choice of a career?*
- *Are there some career choices that are more suitable to specific personality characteristics than others?*
- *What could happen if you chose a career that was not compatible with your personality characteristics?*

c. **FHA/HERO:** Invite your guidance counselor to class to discuss the role of personal interests, talents, skills, and personality traits in making career choices. Begin the meeting by writing your name on a paper and taping it to the back of your chair. Circulate around the room and write a word or phrase on each chapter member's paper that describes the specific talents, skills, or personality traits of that chapter member. Return to your chair and read your list. Then listen as your guidance counselor explains how information about interests, talents, skills, and personality traits can be used in career planning. If time allows, complete an interest inventory or skill assessment in class or review the results of assessments you have taken previously that may be part of your school record.

d. Place the factors listed below on a poster, an overhead transparency, or a chalkboard. Explain that this list of factors relates to information about occupations and, like the personal factors listed in the previous activity, can also influence career choices. Identify specific examples of each of the factors on the list.

(1) Responsibilities of the job
(2) Future of the job
(3) Requirements for the job, such as level of education, training, or time commitment
(4) Work environment
(5) Salary

Discussion Questions
- *Which of these occupational factors will be most important in your choice of career? Why?*
- *Which of these occupational factors will be least important in your choice of career? Why?*
- *Which of these factors have affected the career choices made by other members of your family?*

e. Complete **Values and Interests That Influence Career Choice (p. 157).** Using your responses, write a description of the work environment that you would prefer in your career.

f. Summarize the factors influencing your career choice by completing **My Career Profile (p. 158).**

4. Career Choices a. Revisit your Individualized Career Plan, developed when you were in junior high or middle school. Invite your guidance counselor to review this plan with you. Have the counselor discuss the meaning of this plan with your class and how to use this plan in achieving career goals.

b. **FHA/HERO:** Working with your school guidance department, other vocational student organizations, or your student government, plan a "Career Week" that would include speakers from various occupations. The speakers would present information about why they selected that career; work experience, education, and training required for the job; qualifications for the job; advancement and promotion opportunities; and beginning salary for the occupation. Following each speaker's presentation, write a summary of the information presented. Plan a reception for the speakers with faculty and FHA/HERO members. Write a thank-you note to each speaker.

c. Plan a job shadowing experience, in which you spend time on the job with a parent, family member, or person who is engaged in a career that you would like to pursue. Decide on a specific date and time frame for the experience. Write a letter of explanation about the shadowing experience to parents with a permission slip authorizing student participation. During the shadowing experience, interview the person you are shadowing with the questions below. Write a written report summarizing your experience, complete the top portion of **Job-Shadowing-Experience Evaluation (p. 159)**, and submit the bottom portion of the form to the person you shadowed for completion.

(1) What influenced you to select this career?
(2) How does your career choice reflect personal and family goals?
(3) What do you like best about your present job?
(4) What education, training, volunteer work, or personal experiences were the best preparation for this job?
(5) What do you see as the availability for jobs in your field in the next 5 to 10 years?
(6) What is the starting salary or wage for jobs in your field?

d. In cooperative learning groups, select a career choice and describe the responsibilities, requirements, work environment, salary, and future of the career. Use a variety of resources, including the *Occupational Outlook Handbook* and interviews with people involved in that career. Present your information to the class.

Discussion Questions
- *Why is it important to have specific information about careers before making career choices?*
- *What sources of information could you use to learn more about your possible career choices?*
- *How could you use this information to make choices that are best for you, your present and future family, and the community?*

e. Review and update your Individualized Career Plan goals. Develop two short-term career goals for each long-term career goal identified in the plan. For each short-term and long-term goal, identify experiences and resources that you can use to achieve that goal. Share your plan in small groups or with the class.

f. **Action Project:** Using the career goals developed in your Individualized Career Plan, choose one of the short-term goals and develop a plan to achieve that goal. Your plan might include appropriate experiences, schooling, resources, and information-gathering activities. Keep a record of your progress in implementing your plan and write a summary of your experiences.

5. Employability skills

a. Create a bulletin board entitled "Are You Ready for the World of Work?" highlighting skills for securing and keeping a job, as listed below. Collect and display sample want ads, resumes, application forms, and employee evaluation forms.

(1) Skills for securing a job: finding available jobs, developing a resume, filling out an application, and interviewing for a job
(2) Skills for keeping a job: displaying a positive attitude about work, maintaining good relationships with fellow workers, displaying good work habits, and developing opportunities for personal and career growth

b. Using the want ad section of the newspaper, identify jobs available that relate to your career goals. In small groups, select one of the positions listed in the want ads and develop a skit about contacting the potential employer regarding the job. After watching the skits, develop a list of suggestions for contacting potential employers.

Discussion Questions
- *What other methods can be used to find available jobs besides the want ads?*
- *Why is it important to get as much information about potential jobs as possible?*
- *What would happen if your first contact with a potential employer was negative?*

c. View sample resumes and organize the personal data listed below into a resume format. In small groups, share your resumes and compile a list of the characteristics of a good resume.

(1) Personal information: address, phone number, Social Security number
(2) Educational background: schools attended, special training, school activities, leadership roles, honors received
(3) Work experience: positions held, responsibilities, names of employers
(4) Volunteer experience: jobs, responsibilities, names of organizations
(5) Interests and career goals
(6) References

d. **Action Project:** Develop a personal employment file that includes all the important papers you would need to make an effective job search. The file might contain resumes, all personal information needed for a job search, and current references with their addresses and phone numbers.

e. **FHA/HERO:** Invite the leader of a small business, a personnel director, or a placement director from a college to present information regarding what employers are looking for during an employment interview. After the presentation, summarize tips for successful interviews and make a list of commonly used interview questions. Then choose several chapter members to participate in mock interviews with the speaker. After each mock interview, highlight what the potential employee did well during the interview.

f. **FHA/HERO:** Using a *Regional Rally Skill Event Manual*, identify and complete the requirements for the Job Application and Interview Skill Event.

g. In small groups, imagine that you are an employer. Make a list of characteristics and skills that would help workers succeed in your company. Share your lists with the class and compare it to the list below.

(1) Cooperative
(2) Good team player
(3) Leader
(4) Problem solver
(5) Positive attitude about work
(6) Good work habits
(7) Adapts to change
(8) Works well with others
(9) Continues to update job skills
(10) Reliable
(11) Follows rules and directions

Discussion Questions
- *Which of these characteristics and skills do you possess?*
- *Which of these characteristics and skills can you control as an employee?*
- *What types of qualities prevent people from having successful job experiences?*
- *What would work be like if everyone had the characteristics and skills you have identified?*

h. Complete **Working on Work Habits and Attitudes (p. 160).**

Discussion Questions
- *How does your experience in school reflect the experience you will have in a work environment?*
- *Which of these attitudes and work habits are easiest for you to control? Most difficult? Why?*
- *What would happen if everyone in your school demonstrated these attitudes and skills?*

i. **Action Project:** Choose two or three attitudes and work habits that you would like to improve; set short-term and long-term goals related to these attitudes and habits; and develop a plan to achieve your goals. Keep a record of your progress. At the end of the experience, evaluate whether or not you achieved your goals and explain how the improvement you made will affect your success in school and in a work environment.

Assessment

Paper and Pencil

1. Given examples of personal and family values and goals, analyze why a work ethic is important to individuals, families, and society.
2. Given personal and family goals, evaluate work as a means of achieving each goal.
3. Given reasons for employment and unemployment, compare the impact of being employed and not being employed by explaining the effect of each on the well-being of self and others.
4. Without the aid of references, describe the difference between a job and a career by defining each term and listing the distinguishing characteristics of each.
5. Without the aid of references, assess the importance of setting short-term and long-term career goals by explaining at least three reasons why having these types of career goals is important to individuals, families, and society.
6. Without the aid of references, predict the long-term significance of schooling by listing the long-term consequences of achieving varying levels of schooling.
7. Given examples of factors affecting career goals, analyze how each factor would affect personal career goals.
8. Given a personal career choice, evaluate that choice in relation to self-esteem, self-formation, lifestyle goals, and well-being of others.
9. Without the aid of references, describe at least two employability skills necessary for getting a job, and three employability skills necessary for keeping a job.

Classroom Experiences

1. Using information presented by a speaker who has been successful in a career, summarize reasons why work is important, how career choice affects family, the importance of short-term and long-term goals in career planning, and background experiences and resources that will help in achieving career goals.
2. Using information about skills, abilities, personality traits, interests, and values and preferences about a work setting, summarize factors influencing your career choice.

3. In cooperative learning groups, select a career choice and describe the job responsibilities, requirements, work environment, salary, and future of the career. Use a variety of resources, including the *Occupational Outlook Handbook* and interviews with people involved in that career. Present your information to the class.

4. Review your long-term career goals. Develop two short-term career goals for each long-term career goal identified in the plan. For each long-term and short-term goal, identify experiences and resources that you can use to achieve that goal. Share your plan in small groups or with the class.

5. Organize personal data, such as education background, work and volunteer experience, career interests and goals, and references into a resume format.

Application to Real-life Settings

1. Participate in a job-shadowing experience. Write a written report summarizing your experience and including what you learned about the career and why you thought the experience was worthwhile.

2. Using your career goals, choose one of the short-term goals and develop a plan to achieve that goal. Keep a record of your progress in implementing your plan and write a summary of your experiences.

3. Develop a personal employment file that includes all the important papers you would need to make an effective job search. The file might contain resumes, all personal information needed for a job search, and current references with their addresses and phone numbers.

4. Choose two or three attitudes and work habits that you would like to improve; set short-term and long-term goals related to these attitudes and habits; and develop a plan to achieve your goals. Keep a record of your progress. At the end of the experience, evaluate whether or not you achieved your goals and explain how the improvement you made will affect your success in school and in a work environment.

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A DICTIONARY OF ME

Dictionaries are made up of words that people need to know in order to communicate ideas. Some words describe people. Some describe ideas. Some words are used to explain things. Teachers, counselors, parents, employers, and friends frequently use words that describe character and personality. *A Dictionary of Me* includes statements that tell about you. Think about yourself. Be honest and rate yourself by the following scale:

1 = Always
2 = Usually
3 = Sometimes
4 = Seldom or never

_____ I am AGREEABLE. I am willing to do things with a pleasant frame of mind.

_____ I am BOSSY. Things had better go my way or else!

_____ I am COURTEOUS. I try to show good manners when I am with my friends and with adults.

_____ I am DEPENDABLE. I do things without being told to do them. I can be trusted to be on time where I am needed.

_____ I am ENTHUSIASTIC. I am willing and ready to try new ideas.

_____ I am FLEXIBLE. I can adapt to new situations easily.

_____ I am GOOD-NATURED. I look at life in a positive way.

_____ I am HONEST. I do not lie, steal, or waste time or materials.

_____ I have INITIATIVE. I can think about my future and the work or career I may choose to do.

_____ I am KIND. I try to be caring and compassionate to others.

_____ I am LIKEABLE. I enjoy people and find I have a wide circle of friends.

_____ I am MOODY. I have my ups and downs. Sometimes it's hard for others to deal with my sudden changes in temperament.

_____ I am NEAT and CLEAN. I keep my body and clothing clean. I take pride in my appearance.

_____ I am OPTIMISTIC. I look on the bright side of things, hoping and striving for the best in any situation.

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_____ I am PATIENT. I can wait my turn. I realize problem solving doesn't happen automatically.

_____ I am REALISTIC. It's O.K. to dream, but actions must be reality-based.

_____ I am SENSITIVE. I try not to hurt people's feelings, either by my words or my actions.

_____ I am TOLERANT. I try to learn from other people. I listen to ideas different from my own.

_____ I try to be UNDERSTANDING of other people and their feelings.

_____ I am VERBAL. I like to offer ideas and can express myself well in different situations.

_____ I am a WILLING WORKER. I accept the necessity of working long and hard to get something accomplished.

List some other words that describe personal characteristics. Rate yourself on each of these additional words.

Source: W. Wannie. *Hire Learning*, Centerville, MA: Career Education Services, 1990.

VALUES AND INTERESTS THAT INFLUENCE CAREER CHOICE

Indicate the general importance you place on each item by choosing the corresponding number below.

1 = Unimportant
2 = Of some importance
3 = Very important
4 = Can't say

_____ 1. Job offers high earnings.

_____ 2. Job will permit much leisure time.

_____ 3. Job offers prestige (fame, recognition, respect).

_____ 4. Job offers chance to influence lives of others.

_____ 5. Job allows me to be my own boss.

_____ 6. Job will require little or no travel.

_____ 7. Job allows me to follow a set routine, and know exactly what to do at all times.

_____ 8. Job provides a variety of what I would do.

_____ 9. Job would make use of my abilities.

_____10. Job could give me a feeling of accomplishment.

_____11. Job would provide opportunity for advancement.

_____12. Job would allow me to tell people what to do.

_____13. Pay would compare well with that of other workers.

_____14. I could try out some of my own ideas.

_____15. I could do work without feeling that it's morally wrong.

_____16. Job would provide for steady employment.

_____17. I could do something different each day.

_____18. Job would have good working conditions.

Source: *Colorado Core Curriculum: Life management.* Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

MY CAREER PROFILE

Directions: Analyze factors affecting your career choices by completing the items below.

SKILLS AND ABILITIES:

The special skills and abilities I have that could influence my career choice include…

These skills and abilities could influence my career choice by…

PERSONALITY:

Five personality traits I possess that could influence my career choice are…

These personality traits could influence my career choice because…

INTERESTS:

My three or four strongest interest areas are…

These interests could influence my career choice by…

VALUES:

The three things I value most in an occupation are…

These values could influence my career choice because…

WORK PREFERENCES:

The things I like most in a work setting are…

These work preferences could influence my career choice by…

JOB-SHADOWING-EXPERIENCE EVALUATION

Directions: Complete the top portion of this evaluation form and turn it in to your teacher. Tear off the bottom form and give it to the person you shadowed, along with a stamped envelope addressed to your teacher.

Name:

Person shadowed:

Place you did shadow experience:

Time you arrived: Time you finished:

Describe your experiences on shadow day by answering the questions below; record your answers on a separate sheet and attach it to this page.

1. What did you learn about this job that you did not know before your shadow experience?
2. What did you most like about this shadow experience?
3. What did you least like about this shadow experience?
4. Do you think this experience was worthwhile? Why or why not?
5. Are you interested in a career in this field after observing the work environment first-hand?

Tear off the portion below and give it to the person you shadowed for completion.

Name:

Occupation:

Work Address: Work Phone:

Student's Name:

1. Was the student on time?
   Comments:

2. Was the student dressed appropriately?
   Comments:

3. Do you feel the student benefited from the day with you?
   Comments:

4. Are there ways that the teacher or counselor could help this students with career plans?

5. Would you be willing to have a student shadow you again?
   Comments:

6. Did you receive a thank-you note from the student?

WORKING ON WORK HABITS AND ATTITUDES

Directions: Determine your ability to be successful in a work environment by evaluating your school work habits and attitudes. Complete the following self-evaluation by writing the number that indicates the how often you display each habit and attitude.

1 = Never
2 = Every once in a while
3 = Occasionally
4 = Frequently
5 = Always

_____ 1. I am responsible when following school rules and procedures.
_____ 2. I am reliable when completing assignments.
_____ 3. I treat teachers and school administrators with respect.
_____ 4. I get along well with other students.
_____ 5. I cooperate with other students on group assignments.
_____ 6. I demonstrate a good attitude toward school.
_____ 7. I take pride in my work.
_____ 8. I do extra work to help achieve my goals.
_____ 9. I let teachers know that I want to improve.
_____10. I communicate effectively when writing or speaking.
_____11. I state concerns or complaints clearly without theatening others.
_____12. I take responsibility for solving problems.
_____13. I take a leadership role when it is appropriate.
_____14. I am on time to school.
_____15. I attend school.
_____16. I do what I can to stay in good health.

My total score is ______.

I would like to improve my school work habits and attitudes through the following goals:

1.

2.

3.

Forming Family Relationships

Module Overview

Practical Problem: What should I do regarding family relationships?

Competency 1.0.5: Form healthy, caring relationships with family members

Competency Builders:

1.0.5.1 Evaluate significance of a family to individuals and society
1.0.5.2 Analyze a variety of family structures
1.0.5.3 Analyze impact of stages of the life cycle on family members
1.0.5.4 Identify factors that affect relationships in families
1.0.5.5 Identify responsibilities of an individual in influencing and supporting goals and values of family members
1.0.5.6 Create strategies for dealing with family relationship problems
1.0.5.7 Demonstrate appropriate communication techniques for various family situations
1.0.5.8 Plan ways family members can share responsibilities to meet family needs
1.0.5.9 Apply strategies for strengthening family relationships

Supporting Concepts:

1. Significance of the family
2. Family structures
3. Family life cycle
4. Factors affecting relationships in families
5. Strategies to strengthen family relationships
6. Responsibilities of individuals in influencing and supporting family goals and values
7. Communication techniques for various family situations
8. Ways to deal with family relationship problems
9. Ways to share family responsibilities

Teacher Background Information

Rationale

Families are a cornerstone of every society. In order to adapt and continue, every society requires mechanisms that will channel critical resources to its members, provide the skills and knowledge needed to adapt to changing demands, and foster the succession of generations so that as one generation of adults ages and dies, the next generation is ready to assume leadership. Families play critical functions that help achieve these three goals, thereby ensuring the continuity of the society. Early definitions of *family* emphasized the functions that families serve for reproduction, nurturance of the young, and an orderly transmission of resources (and in many societies, status) from one generation to the next. Subsequent definitions have added the mental health functions of the family. Families are one of the very few institutions in which people have the opportunity to form long-term, intimate relationships. The quality of these relationships plays a key role in the well-being of the family members, the effectiveness of the socialization process, and the ability of individuals from these families to be effective in school, work, and the community. What is more, the quality of one's family relationships as a child provides the initial script for enacting family roles as spouse and parent in adulthood.

Background

Family has been defined as "an interaction system of primary relationships with reproductive and nurturing functions" (Sussman, 1987, p. xxxi). From a legal perspective, the family has its beginning in the act of marriage, which establishes the rights, responsibilities, and obligations of marital partners as well as of other kinship bonds, such as parent-child, grandparent-grandchild, or inlaws. In recent times, the definition of family has been modified to take into account the many arrangements of individuals who enjoy intimacy and serve a nurturing function for one another but who may not be engaged in the reproductive function and who may not be married. Thus, some family scientists define *family* as a group of individuals who share a theme and goals, a long-term commitment to one another, and resources, often including a common living space.

In fact, many family scholars think of family more as a process, a system of developing, meaningful relationships in which intimacy and continuity can provide the feelings of trust and well-being that serve as a foundation for optimism and a feeling of hopefulness about the future. This process is not only important for children growing up, but for adults with each other, and for adults and their aging parents.

As the definition of *family* has evolved, it has encompassed the diversity of family forms. Although the legal definition of *family* tends to emphasize the nuclear family (marital partners and their children through birth and/or adoption, or one parent and his or her children), the broader definition encompasses cohabiting couples in a long-term relationship, such as including couples of the same sex, couples who are childless, communal arrangements, and extended family relationships including the creation of kin-like ties with close friends who have a special commitment to protecting and promoting one's family. None of these family forms is new in modern times. They have all existed in earlier periods of history, including early American history. Single-parent families are more likely to arise through divorce in modern times, as compared to through widowhood in the past. And family size has definitely declined over the past years. Perhaps what has changed more dramatically is the number of adults and children who experience several family forms as they go through the transition from marriage to a single-parent family to remarriage, and in the process become attached to a large and complex kinship network. This change introduces new demands for building and managing family relations across generations and across a number of family boundaries.

Although it may be obvious, families are a special type of group in that they usually comprise interdependent members who are at very different developmental levels. Family scholars are interested in understanding how families change over time. A major framework for examining this question is called the Family Development Perspective. This perspective refers to a study of the patterned changes in family structure, role definition, communication, and resource distribution that take place as family members meet changing demands and adapt to ongoing life stresses. The perspective assumes that family members are interdependent, and that as one changes, so do the others. The perspective also assumes that there are age-related changes in the needs and competencies of each family member as well as in the demands and resources of the family group. By looking at changes in family size, age composition, and occupational status of the breadwinners, seven stages in the family career have been identified:

1. Newly established couple (childless)
2. Childbearing families (infants and preschool children)
3. Families with schoolchildren (one or more children of school age)
4. Families with secondary-school children (one or more children in adolescence)
5. Families with young adults (one or more children age 18 or over)
6. Families in the middle years (children launched from parental household)
7. Aging families (parents in retirement)

These stages are useful in comparing families, especially in understanding the potential impact of a life event on families at different points in the family career. The stages are also useful in making historical comparisons about family transitions and the resulting changes in adaptive behaviors. Finally, the stage model is useful in understanding individual and family behavior as family members adapt to normative and nonnormative family transitions. Not all families move through all these stages, and families can be formed at any of the stages. These variations are important for understanding challenges that family members face in building and sustaining effective relationships.

Changes in life-expectancy have important implications for the patterns of change and growth in the family career. For people born in 1920, the life expectancy was 54; for those born in 1990, the life expectancy was 75. For those who reached age 65 in 1990, the life expectancy is another 15 to 19 years. As a result of this longer life span, couples have a longer period together after their children reach adulthood. Adults are likely to have a longer time for a relationship with their aging parents. There is a growing number of four-generation families, extending the possibility for a sense of family history, tradition, and continuity through direct sharing between one generation and the next over a much longer time.

Family science is also concerned with how to characterize healthy, or functional, families and how to differentiate those from dysfunctional families. All families face life stresses from the daily problems of sickness, children squabbling, an unexpected guest, or trouble with the inlaws, to more serious disasters, such as unemployment or death of a family member. The literature on family strengths identifies those qualities that help families cope with adversity and retain a feeling of closeness through difficult times. Family strengths allow families to promote a good balance for each family member between feeling connected to the family and feeling free to express his or her individuality. Family strengths are relevant to promoting vitality and continued growth in the marital relationship over years of marriage as well as to promoting feelings of respect and mutuality in the parent-child relationship.

One of the challenges that faces modern families is the need to establish effective coordination and boundaries between the domain of work and the domain of family life. For some time, there has been a trend toward increased involvement of married women and mothers of young children in the labor market. Thus, many families are characterized by a dual-earner arrangement. Family science literature has addressed many issues in examining the interface between work and family life, such as the relationship between a woman's employment status and the involvement of her husband and children in household tasks; role strain that results from enacting the roles of worker, spouse, and parent; the effect of job characteristics on marital quality; and the impact of a mother's involvement in the labor market on the emotional and academic adjustment of her children. In addition, many policy questions have arisen as dual-earner families and employed single parents attempt to preserve their family's sense of cohesion while carrying out their worker roles. Examples are policies regarding the availability of quality child care; parental leave for childbirth and adoption; and health-care and home-care benefits for aging parents. One of the questions facing American families in the years ahead is how they will negotiate a position with business and industry that recognizes the true interdependence of work and family and does not assume that families will always adapt or change in order to accommodate workplace needs.

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Learning Strategies

1. **Significance of the family**

a. Using markers and construction paper, draw a picture of your family or a family group you know about. Post these pictures around the classroom. Write your own definition of *family*. In small groups, compare your definitions and decide on one best definition. Compare your definition with the definition given on **Future Homemakers of America--We Are Family! (p. 178)**, and the American Home Economics Association's definition of *family*, identified below.

(1) A family is a unit of intimate, transacting, and interdependent persons who share values and goals, responsibility for decisions, and resources, and have commitment to one another over time.

Discussion Questions

- *What are the similarities between your definition of "family" and the other two definitions given? The differences?*
- *Why are families important to individuals? Society?*
- *What would our society be like if we did not have families?*

b. In small groups, draw a line down the center of a large piece of paper and make two lists. On one side, list things you do for your family. On the other side, list things your family does for you. Share your lists with the class and post them in the classroom.

Discussion Questions

- *What types of needs does your family meet for you?*
- *What would happen if families did not meet these needs for family members?*
- *What are your responsibilities to your family? How does meeting these responsibilities help make your family stronger?*

c. Design a bulletin board entitled "The Work of the Family." In small groups, select a function of the family, such as those listed below, and design a small poster illustrating that function of the family. Include words, pictures, cartoons, and/or photographs on your poster. Present your poster to the class, give examples of ways that families fulfill that particular function, and display your poster on the bulletin board.

(1) Socialization–transmit values, beliefs, customs, and norms to next generation
(2) Economic cooperation–fulfill survival needs of food, clothing, and shelter
(3) Procreation–have children and ensure survival of mankind
(4) Emotional security–shape personalities, provide source of support, companionship, love, and reassurance
(5) Protection–provide sanctuary where family members feel safe physically, emotionally, and spiritually
(6) Education–encourage lifelong learning and provide source of information based on values, experiences, and observations
(7) Adaptation–prepare members for involvement in society through community, church, school, work and organizational life

Discussion Questions

- *Why are each of these functions important to the definition of "family?"*
- *Were the functions of a family different 20 years ago? 50 years ago? 100 years ago? Why or why not?*
- *Are these family functions different for different cultures? Why or why not?*
- *What would you do if your family could not fulfill these basic functions?*
- *What can you do to ensure that your future family will fulfill these functions for family members?*

d. In small groups, select one of the following family situations, read the description of the family, and explain the vision of that family to the rest of the class. A family vision is a big picture of the hopes and dreams family members want for each other. Identify the consequences of each of these family visions for the family members and society. Then identify the family vision that is closest to your own family.

(1) The Loving Family: We want our children to grow up with a firm sense of family, to enjoy the closeness and stability of being in a family so that when they're grown, they will want to have a loving relationship of their own. We spend time together as a family, having fun and learning about each other.
(2) The Giving Family: We hope that our family sees that the most important thing is giving of yourselves to others and leaving the world a better place. We encourage each family member to share his or her talents with others, and we provide role models by volunteering.
(3) The Nurturing Family: We want to encourage our family members' sense of curiosity and wonder. We want them to have time to explore the world and other cultures.
(4) The Encouraging Family: We want to encourage family members to be independent, to use their own minds and be leaders. We help family members trust their own judgment.
(5) The Achieving Family: We want family members to learn as much as they can. If they work hard enough, we believe our family members can do anything. We encourage children to tackle tasks with energy and enthusiasm, and become lifelong learners.

Source: A. Cassidy, The happy family: How to make it yours, *Family Circle*, February 2, 1993.

Discussion Questions
- *Why is it important for families to have a vision?*
- *How do these visions reflect the functions of the family identified earlier?*
- *Which visions would you most like to have for your future family?*

e. Compose an essay or poem entitled "What My Family Means to Me." Include a description of the important functions your family fulfills for you and the vision your family shares.

2. Family structures

a. In small groups, brainstorm different types of families, and the characteristics of each type. Compare your list of types of families to those identified on **Families Come in All Shapes and Sizes (p. 179).**

Discussion Questions
- *What are the consequences of living in each of these family structures?*
- *Which of these types of family structures have you experienced during your life?*
- *Is any one of these structures ideal? Why or why not?*
- *Is it possible for families to meet the functions identified earlier, regardless of their family structure? Why or why not?*

b. **FHA/HERO:** Post the following statistics concerning trends in family structures. Survey students in your school to determine how many students are part of each type of family structure. Compile the findings and publish them in an article for the student newspaper.

(1) One in three Americans is a member of a stepfamily. That is expected to rise to one in two by the year 2000 (Bureau of Population Statistics).
(2) About a quarter of all children lived with only one parent in 1990--double the percentage of 1970 and nearly triple that of 1960 (Population Reference Bureau, 1992).
(3) It is projected that 60 percent of children born this year will spend some portion of their childhood in a one-parent situation (J. Footlick, What happened to the family?, *Newsweek Special Issue*).

c. Using resources, identify alternative groups that can function as families, such as those listed below. Identify reasons why an individual would seek a supportive family environment in groups other than his or her family of origin.

(1) School
(2) Organizations
(3) Church

3. Family life cycle

a. Write the stages of the family life cycle listed below on a transparency, poster, or bulletin board. Identify the stage that your family is in at the present time. In small groups, select one stage of the life cycle and identify goals of families in that stage, problems commonly faced at the stage, and the advantages and disadvantages of being in that stage. Present your findings to the class.

(1) Couples with no children
(2) Founding family (childbearing begins)
(3) Expanding (children added–growing)
(4) Launching (children leave home base)
(5) Empty nest
(6) Families with aging members

Discussion Questions

- *Do all families follow this same pattern of family life cycle stages? Why or why not?*
- *Which stage of the family life cycle do you feel you would most enjoy? Why?*
- *Which stage would be the most difficult? Why?*
- *Why is it important to understand the changes that take place throughout the family life cycle?*

b. Explain how each of the factors listed next would influence the family life cycle. Identify other factors affecting the ways that families progress through the family life cycle.

(1) Divorce
(2) Deciding to not have children
(3) Remarriage

c. **Action Project:** Using the questions below, interview at least one family representing each stage of the family life cycle. Compare the needs, goals, problems, and concerns of each of these families with those of your own family. Summarize your findings and present them to the class.

(1) What things do you like about being in this stage as a family?
(2) What are the challenges you face as a family at this stage?
(3) What are the needs of family members at this stage?
(4) What are your goals as a family at this stage?
(5) What practical problems do you face as a normal part of this stage?

4. Factors affecting relationships in families

a. **FHA/HERO:** Invite a panel of parents of teenagers to class to discuss factors affecting relationships in families. Develop a set of questions to ask the panel, such as those listed below. Following the panel discussion, list factors that affect relationships in families. Explain how each of these factors could have a negative and/or positive effect on family relationships.

(1) What three things about your family seem to contribute the most to positive family relationships?
(2) What things seem to frequently cause conflict in your family? Why?
(3) What affects the relationship between siblings in your family?
(4) How does the communication in your family affect parent-child relationships?
(5) How do the rights and responsibilities of family members influence family relationships?
(6) What changes do families go through that might affect family relationships?
(7) What career and school situations might affect family relationships?
(8) What are your suggestions for dealing with the factors affecting family relationships identified today?

Discussion Questions
- *Why should you be aware of factors affecting family relationships?*
- *Which of these factors can families control? Which factors cannot be controlled?*
- *Of those factors that can be controlled, which would be the easiest to control? The most difficult to control? Why?*

b. On the chalkboard, write the names of different family members, such as parents, teens, younger siblings, older siblings. Under each family member's name, brainstorm a list of values and goals that might be held by that family member. Underline those values and goals that are similar from person to person. Circle those values and goals that might conflict. In small groups, create situations involving family relationship problems in which the values of family members conflict. Role-play the situations, illustrating ways to communicate these values.

Discussion Questions
- *Why should you be aware of conflicting values between family members?*
- *How can conflicting values between family members be resolved?*
- *Should all family members hold the same values? Why or why not?*

c. List lifestyle changes that affect relationships in families, such as those listed below. On an index card, write a paragraph about an experience you had with one of these lifestyle changes that influenced your family relationships. Put the index cards in a bag and mix them up. In small groups, select a card and identify how the lifestyle change affected the problem in each situation.

(1) Divorce
(2) Remarriage
(3) Death in the family
(4) Move to a new city
(5) Major job change for parent
(6) New baby

5. Strategies to strengthen family relationships

a. Design a bulletin board entitled, "The Five 'Cs' of Strong Families," featuring the following characteristics of strong families. Define each one of these characteristics and tell how it contributes to the strength of families.

(1) Communication: Share feelings, concerns, and interests. Take time to listen.
(2) Commitment: Are loyal to family members, proud of family's worth, and support family rituals and traditions.
(3) Caring: Affirm, trust, and support others. Display unconditional love and encouragement. Balance togetherness with privacy.
(4) Community: Are connected to others who can provide support.
(5) Challenges: Accept problems and have the courage to change. Talk through decisions.

b. Draw a continuum on the chalkboard or a poster and label one end "Nurturing families" and the other end "Troubled families." List characteristics of each type of family under each end of the continuum and compare your lists to those on **Nurturing Families and Troubled Families (p. 180).** Explain the concept that very few families are completely nurturing all the time or completely troubled all the time, but fall somewhere inbetween on the continuum. List the consequences of living in each type of family and identify why it is important for families to be more nurturing than troubled.

Using resources, identify strategies for troubled families that would like to become more nurturing, such as those listed.

(1) Recognize that you are part of a troubled family.
(2) Have hope that things can be different.
(3) Take some action to start the changing process.
(4) Seek support for your efforts.

c. Make a list of ways to show other family members that you care about them and compare it to the ideas listed below. Write each way on the top of a piece of paper and list specific behaviors under it that would reflect caring in that way. Feature these ideas on a bulletin board entitled "Supporting Families: Showing That You Care."

(1) Give encouragement.
(2) Show concern for others' feelings and needs.
(3) Accept individual differences, feelings, and needs.
(4) Empathize.
(5) Show appreciation.
(6) Share ideas and experiences.
(7) Be trustworthy and dependable.
(8) Communicate with caring.
(9) Spend time with them.

d. In small groups, develop skits illustrating ways to care for family members. Perform the skits for the class, and have the class members list all the ways that caring was displayed in each skit.

e. **FHA/HERO:** Develop a pamphlet identifying activities that families could do together to have fun and strengthen family ties. Include the ideas listed below as well as other ideas that chapter members have. In small groups, select one of the ideas and create a page for the pamphlet that describes the activity and local resources available for the activity. Distribute the pamphlet to students at your school.

(1) Family Fun Night at Home (without television!)
(2) Family Sports Activity
(3) Family Outing
(4) Special Food Night
(5) Reading Frenzy at the Library

f. **FHA/HERO:** Invite a panel of professionals representing community agencies that provide assistance for troubled families. Following the presentation, develop a chart illustrating the names of the various agencies, the services provided, and how the agency can be contacted. Discuss when troubled families should seek outside help.

g. **Action Project:** Write three long-term goals you have for strengthening your family. For each long-term goal, write several short-term goals. Keep a journal of your progress in achieving these goals and then write an evaluation as to whether you accomplished these goals and the impact your efforts had on you and other family members.

h. **Action Project:** Plan a fun activity to enrich family relationships. Develop a written plan. After the activity, write a report about how the activity was received by family members and ways in which the activity contributed to strengthening family relationships.

6. Responsibilities of individuals in influencing and supporting family goals and values

a. Interview members of your family to determine the goals and values they hold for themselves and for your family. In small groups, share these goals and values with other class members.

Discussion Questions
- *How are these goals and values related?*
- *What impact do they have on each other?*
- *What are your responsibilities in supporting these goals and values?*

b. Read the case studies below and determine how one family member's actions affected the entire family. Discuss the responsibility of each family member in supporting family goals and values.

(1) Lashawn and her mother, a single parent, spent weeks planning a special birthday celebration for Lashawn's five-year-old sister. A few days before the party, Lashawn's best friend asked her to go with her to Chicago for the weekend to visit her friend's aunt and to see the sights of the city. Lashawn had never been to Chicago. When she asked her mother's permission to go, her mother said she might be able to get someone else to help her with the party, but her little sister would be disappointed if Lashawn did not come. Lashawn's mother said the decision was up to Lashawn. Lashawn decided to go to Chicago and miss the party.

(2) Rae Ann has become involved with a group of friends who enjoy taking drugs for kicks. Lately, she is spending very little time at home, barely talking to her sisters and her mother. At times, she steals money from her mother or her older sister to pay for drugs.

(3) Last year, Tom's older brother was killed in an accident caused by a drunk driver. Tom's mother has since been involved in Mothers Against Drunk Driving (MADD) and frequently attends meetings and speaks to various groups on behalf of the organization. Tom and his younger sister have taken on extra responsibilities around the house while their mother

participates in MADD activities. In addition, they often help her address letters to legislators and groups supporting tough drunk-driving laws.

(4) Robert's father recently started a small appliance-repair business. Robert and his sisters frequently help their father after school and on weekends. The oldest sister in the family has decided to enroll in a job-training program to learn appliance-repair skills and eventually to join her father in the business.

7. Communication techniques for various family situations

a. Write a story about a situation in which you argued with a family member. In pairs, share stories and list communication techniques that made the conflict worse. Then list communication techniques that you think made the conflict better. Complete **Do You Argue Fair and Square? (p. 181)** and identify those communication skills that you would like to improve.

b. Review **Effective Communication Strategies (p. 65)**, and **How to Accept and Give Criticism (p. 182).** In small groups, use the suggestions given on both these resources and develop a poster listing your "Top Ten Communication Techniques for Families." Share your poster with the class and display all posters in the classroom.

Discussion Questions
- *Why is it important to use good communication techniques in families?*
- *Which of these techniques would be easiest to use? Most difficult?*
- *What can you do to develop these communication techniques in your family?*

c. On a large sheet of paper, write the definition of *Talk Starters* (Suggested definition: *statements that help contribute to understanding and enable people to respond to one another with empathy, such as "Tell me more. . .," "Do you mean that. . .," "Can we talk?" and "Are you feeling?"*). On a second large sheet of paper, write the definition of *Talk Stoppers* (Suggested definition: *statements that stop opportunities for communication, such as "That's really dumb." "Shut up!" and "Nobody your age would understand"*). Write examples of these types of statements on each sheet. Identify those used in your family. Explain the consequences of using each of these types of statements in a family communication situation.

d. Write the following rules for family meetings on an overhead project, a poster, or a chalkboard. Identify why families would want to hold family meetings and the impact such meetings would have on family communication skills.

(1) Involve all family members.
(2) Meet regularly to discuss fun things as well as concerns or problems.
(3) Select a leader for each meeting.

(4) Have an agenda and get input from all family members.
(5) Meet no longer than one hour.
(6) End on a positive note.
(7) Allow expression of feelings without risk of judgment.
(8) Actively listen without interrupting.

e. In small groups, select one of the case studies below and develop a role-play situation illustrating good communication techniques in that situation. Perform your role-plays for the class. Using your lists of "Top Ten Communication Techniques for Families," identify the effective communication techniques used in the role-plays.

(1) A teenage daughter believes that her parents' rules about curfew are too strict and wants to convince her mother to let her stay out later on weekend nights.
(2) A teenage boy shares a room with his stepbrother. He likes everything to be neat, while his stepbrother doesn't like to bother with putting things in order. Their mother wants the room clean, but he doesn't want to do all the work.
(3) The parent of a teenage girl would like to talk with the daughter, but when asked how things are going or what happened at school, the girl replies "Just leave me alone" or "It's really none of your business."
(4) A teenage boy's parents are getting a divorce and he thinks it might be his fault. His parents will not talk to him about the divorce except to say, "This is between us and doesn't concern you."
(5) A teenage girl has a new boyfriend and would like to talk to him on the phone. There is just one problem. Her sister, who is in junior high school, is always on the phone and her boyfriend can never seem to get a call through.

f. **Action Project:** Establish two or three goals to improve your communication with family members. Keep a journal about communication situations and evaluate those situations using the list of effective communication techniques for families developed in class. Write a summary of your experiences and progress toward reaching your goals.

8. Ways to deal with family relationship problems

a. In small groups, identify issues between you and your parents that are of concern. For each issue, identify at least two questions you would like to ask your parent(s). Individually, write a letter to your parent(s) and include something positive about your relationship and a description of an issue that may be of some concern or that needs some work. Mail the letter with a self-addressed stamped envelope enabling your parents to respond.

b. Review **Strategies for Dealing With Family Relationship Problems (p. 183).** Explain why each of these strategies is important when dealing with family relationship problems. 173

c. In small groups, choose one of the problem situations in families listed next and use the **Practical Problem Solving Think Sheet (pp. 37-38)** to decide what is best to do. Role-play your solution for the class and justify your decision.

(1) Recently, James's mother got a divorce and went back to working full-time after years of being at home caring for the family. James and his brother hardly ever see their mother now. When they are all home together, she is usually busy catching up with household chores, cooking, or paying bills. James and his brother really miss their mother. What should they do?
(2) Tarronda's older sister, who has a two-year-old daughter, moved back home because she was having trouble making ends meet in her own apartment. Tarronda has to share a room with the two-year-old and is frequently taking care of her when she wakes up at night. The baby's toys and supplies are all over the place and Tarronda feels like she has no place where she can be alone. What should she do?
(3) Since David's dad remarried and they went to live with his stepmother, David has never really been getting along with her. She is completely different from David's own mother, whom he rarely sees because she lives in a different state. David feels that his new stepmother is bossy and demanding, and he is tired of being told what to do all the time. What should he do?
(4) Alice has a teenage daughter who would like to get a job working as a salesclerk at the mall after she graduates. Alice has always wanted her daughter to go to college and has even saved money to help her pay for it. But her daughter is not interested in college. What should Alice do?
(5) Lynn is a high school students whose parents share custody of her, so she lives three days a week with her father and four days a week with her mother. Both her parents are actively involved in their careers, and she spends little time with them. They are constantly arguing about things and belittling each other in front of Lynn. She is sick of it and is considering getting a place of her own.

Discussion Questions
- *What criteria did you use to determine whether or not your solution to this problem was best?*
- *What alternatives did you consider?*
- *Why is it important to use the practical problem solving process when deciding what to do about family relationship problems?*

9. Ways to share family responsibilities

a. Make a list of all the responsibilities associated with the work of the family. Place a star beside those responsibilities that are usually handled by the parents. Place an "x" in front of those items that can be handled by the children in a family. Place a "+" in front of those items that can be handled by any family member. Circle those responsibilities that you handle in your family.

Discussion Questions

- *What happens when family members do not share family responsibilities?*
- *Which of these responsibilities should be done by the men in the family? The women? Why?*
- *Should all family members have a role in fulfilling the responsibilities of the family? Why or why not?*

b. Read the case studies below and identify the consequences of these situations, which involve sharing family responsibilities.

(1) My mom is a single parent and she works full-time to support me and my younger brother. Mom depends on us to help around the house, but I can't do everything. My little brother never does his share. We argue all the time about who should do the work. It's stressful!

(2) Last month I got a part-time job after school, and other than sleeping, I don't do much at home. Dad has been complaining that I don't help out with the things I used to do around the apartment. He says that if we don't work out who's doing what, I'll have to quit my job.

c. List the suggestions for sharing family responsibilities below on a poster, a chalkboard, or a bulletin board. Explain the consequences of using and not using these suggestions.

(1) Call a family meeting to identify what needs to be done and what happens if someone doesn't do their job.
(2) Assign responsibilities that each family member is capable of doing at their level of development.
(3) Set up your own time schedule to identify how much time you need for chores, homework, job, and social life.
(4) Follow through. If it looks like you are not going to get something done, let someone else know and ask for help.
(5) Plan a family reward for implementing your plan.

d. **Action Project:** Develop a written plan for sharing household responsibilities in your family. Carry the plan out for at least two weeks. Evaluate the effectiveness of your plan by interviewing family members and summarizing your findings in a two-page report.

Assessment

Paper and Pencil

1. Without the aid of references, evaluate the significance of families to individuals and society in a written paragraph that includes at least three reasons.

2. Given a list of various family structures, identify the consequences of living in each structure and the way in which that structure influences family goals, values, and resources.

3. Given the stages of the family life cycle, analyze the impact of each stage on family members by identifying at least three consequences for family members at each stage.

4. Without the aid of references, identify at least four factors that affect relationships in families.

5. Without the aid of references, identify the responsibilities of an individual to influence and support a family's goals and values by writing a paragraph explaining personal responsibility to support the goals and values of his or her own family situation.

6. Given case studies of families with relationship problems, create strategies that have positive consequences for all family members.

7. Given case studies, plan ways in which family members can share responsibilities to meet the needs of all family members.

Classroom Experiences

1. In small groups, select a function of the family and design a small poster that includes words, pictures, cartoons, and/or photographs describing that family function.

2. Compose an essay or poem entitled "What My Family Means to Me." Include a description of the important functions your family fulfills for you and the vision your family shares.

3. Interview the members of your family to determine the goals and values of your family.

4. In small groups, develop skits illustrating ways to care for family members. Perform the skits for the class, and list the ways that caring can be displayed in families.

5. Given family communication situations, demonstrate appropriate communication techniques for each situation.

6. Given problem situations in families, use practical problem solving to decide what is best to do. Role-play your solution for the class.

Application to Real-life Settings

1. Interview at least one family at each stage of the family life cycle, using the questions below. Compare the needs, goals, problems, and concerns of each of these families with those of your own family. Summarize your findings and present them to the class.

2. Write three long-term goals you have for strengthening your family. For each long-term goal, write several short-term goals. Keep a journal of your progress in achieving these goals. Then write an evaluation explaining whether you accomplished these goals and the impact your efforts had on you and other family members.

3. Plan a fun activity to enrich family relationships. Develop a written plan. After the activity, write a report about how the activity was received by family members and ways in which the activity contributed to strengthening family relationships.

4. Establish two or three goals to improve your communication with family members. Keep a journal recording communication situations, and evaluate those situations using the list of effective communication techniques for families developed in class. Write a summary of your experiences and progress toward reaching your goals.

5. Develop a written plan for sharing household responsibilities in your family. Carry the plan out for at least two weeks. Evaluate the effectiveness of your plan by interviewing family members and summarizing your findings in a two-page report.

FUTURE HOMEMAKERS OF AMERICA--
WE ARE FAMILY!

Family (fam - - le), n. 1a: a group of persons, sometimes living under one roof, who nurture and support one another physically and emotionally 1b: a mutually supportive team of individuals who work together and share skills and resources 2a: an environment created by caring people where individuals learn to be productive members of society 2b: a context for discovery where individuals can comfortably accept challenges, make mistakes, have wins, be self-expressive, and grow at a personal pace

Source: Future Homemakers of America, Inc., Reston, Virginia: 1990.

FAMILIES COME IN ALL SHAPES AND SIZES

- Married couple
- Single parent and children
- Blended family
- Single parent and adopted child
- Divorced and equally shared custody–child spends time with both parents
- Married and working mothers with children
- Married with unemployed father–mother becomes the breadwinner
- Extended family–grandparents live with family
- People living together
- Two women and children
- Two men and children
- Organization such as FHA/HERO
- Alone and never married but created a family out of friends
- Family of older people

NURTURING FAMILIES AND TROUBLED FAMILIES

Common characteristics of nurturing families:

√ Warm
√ Genuine
√ Honest
√ Loving
√ Courteous
√ Interested in listening to both head and heart
√ Considerate of others
√ Able to openly show affection, pain, and disapproval
√ Not afraid to take risks because everyone makes mistakes
√ Able to help everyone feel noticed, valued, loved
√ Happy - they look at one another, not through one another, and not at the floor
√ Peaceful--not fearful of each other
√ Alive with the sound of meaningful activity
√ Able to help each person feel that he will have a chance to be heard
√ Able to touch one another, regardless of age
√ Able to talk openly and listen with concern by being straight and real with each other
√ Able to tell each other how they feel - disappointment, fear, hurt, anger, criticism, joy , and achievement
√ Planning for the future
√ Led by parents who see themselves as leaders, not bosses

Common characteristics of troubled families:

√ Cold
√ Extremely polite
√ Bored
√ Filled with secrecy
√ Not friendly to each other
√ Not joyful
√ Intolerant
√ Not hopeful
√ Uncaring
√ Little trust
√ Neglect each other
√ Avoid one another, no real contact with each other
√ Spend little time with each other
√ Violent, abusive physically and verbally

Source: *Colorado Core Curriculum: Relationships*, Denver, Colorado: Colorado Community College & Occupational Education System and Colorado State University, 1991.

DO YOU ARGUE FAIR AND SQUARE?

The following quiz can help you learn about how you communicate in families. Decide how often each statement applies to you, and write the appropriate number in front of each statement.

1 = Seldom
2 = Sometimes
3 = Often
4 = Usually

_____ 1. I listen to someone else as often as I talk.

_____ 2. I figure out what I want to say before arguing.

_____ 3. I debate calmly and politely.

_____ 4. I present my case clearly and stay on track.

_____ 5. If I don't understand someone else's viewpoint, I ask questions.

_____ 6. Even in emotional situations, I don't yell.

_____ 7. I don't name-call or use offensive language.

_____ 8. If communication breaks down, I repeat my point more clearly.

_____ 9. I am open to compromise and listen for a chance to bargain.

_____ 10. By arguing fairly, I get my points heard.

Scoring: Add up each of the numbers you circled.

31 - 40: Your communication skills are excellent. You argue fairly and probably win on important issues.

21 - 30: You're on track and use basic communication skills. Think about how to achieve even greater success--and make your points more clearly.

10 - 20: You may be losing out on issues because you don't communicate as well as you could. Choose several of the communication skills above and practice improving them.

Source: M. Bregman, Anatomy of an argument. *Choices*, December, 1988.

HOW TO ACCEPT AND GIVE CRITICISM

To Accept Criticism

1. Listen carefully. Paraphrase (actively listen to) the criticism. Be sure you understand the actions that your family members are criticizing.

2. Try to see your actions from the other person's point of view. If you can assume his or her perspective, you may understand the criticism of your actions much better.

3. Do not make the assumption that criticism is hostile and a put-down. You can learn a great deal from constructive criticism. It takes time and effort to give criticism in a helpful way. The other person may be showing that he or she really wants to help you do better.

To Give Criticism

1. Try to see the situation from the receiver's point of view. You will be able to phrase your criticism more effectively when you understand his or her perspective.

2. Speak for yourself. (Don't say "Everyone thinks. . .")

3. Describe the actions of the person whom you want to criticize. Do not pass judgment on, or belittle, the actions. Merely describe them.

4. Describe what makes the actions ineffective or undesirable. This may include a description of your feelings or reactions and their effects on your relationship with the person.

5. Check out how the receiver is feeling during and after the discussion.

6. Remember that recognizing positive actions is much more powerful than criticizing negative actions. Be sure to give a balanced report on what the person is doing right and what he is doing wrong.

7. Follow up the discussion by praising positive changes in the person's actions.

8. Focus on the present and the issue at hand. Don't bring up every negative thing you can think of about that person.

STRATEGIES FOR DEALING WITH FAMILY RELATIONSHIP PROBLEMS

When problems occur between family members, it sometimes takes a lot of hard work to resolve them. Consider the following ideas:

1. TRY TO UNDERSTAND THE PERSPECTIVES OF OTHERS.

   Although it may seem that a parent or sibling is making arbitrary or irrational decisions, there are probably reasons behind their actions. Ask questions to determine their perspective and the reasons for their behavior.

2. COMMUNICATE.

   Explain your own perspective once you have heard the perspective of others. Talking things out is necessary, since it is possible to make incorrect assumptions about how others think and feel. Be sure to cool off before you try to talk out a problem. Listen attentively and work on clarifying the problem.

3. LOOK INSIDE YOURSELF.

   What are your goals for your relationship with family members? What do you value about your family and its importance in your life now and in the future? These goals and values will influence how you resolve any family relationship problems.

4. NEGOTIATE AND COMPROMISE.

   Coming up with a mutually acceptable agreement helps all involved accept the decision. If you want a family member to give a little on the solution, you should be prepared to do the same. Try to be flexible.

5. TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS.

   If you want to be treated like an adult, you must assume adult responsibilities. Once a decision about the problem is made, hold up your end of the resolution in order to maintain the trust of those involved.

6. DON'T BLAME OTHERS WHEN YOU ARE WRONG.

   Be mature enough to acknowledge your own mistakes.

Source: B. Levine, My parents won't let me grow up, *Choices*, October, 1990

Forming Peer Relationships

Module Overview

Practical Problem: What should I do regarding peer relationships?

Competency 1.0.6: Form healthy, caring relationships with peers

Competency Builders:
1.0.6.1 Evaluate consequences of healthy and unhealthy peer relationships
1.0.6.2 Accept value of individual differences in interpersonal relationships
1.0.6.3 Analyze how personal actions and decisions affect others
1.0.6.4 Describe importance of expressing feelings and ideas to others
1.0.6.5 Use strategies for building and maintaining caring relationships with peers
1.0.6.6 Distinguish between personal crises and crises of others
1.0.6.7 Analyze choices for dealing with problems in friendships
1.0.6.8 Apply strategies for dealing with peer pressure
1.0.6.9 Identify strategies for dealing with current issues

Supporting Concepts:
1. Consequences of peer relationships
2. Types of peer relationships
3. Strategies for building and maintaining relationships with peers
4. Importance of expressing feelings and ideas to others
5. Problems in friendships
6. Peer pressure
7. Current issues

Teacher Background Information

Rationale

Peer relations in adolescence can be likened to play in the preschool years. Children devote hours of time and attention to this arena, yet adults seem to treat it as a sideline, a form of recreation rather than the major context for social and cognitive learning that it truly is. High schools typically provide the physical setting for peer interactions, but, with the exception of courses similar to this one in home economics, there is probably no organized academic focus given to analyzing the value and functions of peer relations or to helping young people build the social competencies that will foster friendship formation.

Being a member of a group has protective advantages. Individuals who travel with a group are less vulnerable to attack. Many voices raised together to address a problem are more powerful than a single voice. Group cooperation gives a selective advantage to many social species, especially in tracking and hunting for food. Therefore, skills of cooperation and sociability appear to have evolved as an advantage of both individuals and the groups to which they belong. Social connection, especially having one or two good friends, has been found to provide essential support during adolescence. National surveys find that anywhere between 20% and 50% of adolescents experience troubling feelings of loneliness. Adolescents who have meaningful peer relationships have higher self-esteem and a greater feeling of well-being than do those who are isolated or alienated from their peers. Finally, participation in the peer group provides practice in developing a range of social skills that are essential for effective participation in work, family, and community roles in adulthood.

Background

Not all adolescents arrive at high school with the same competencies for forming friendships. The family environment influences a child's social competence in at least three ways. First, children are likely to imitate their parents' positive and negative social behaviors. Some children have parental models who are warm, expressive, and who invite dialogue. Other children have parental models who are withdrawn, abrupt, or who do not listen to their children. Second, a parent's discipline techniques may influence what a child expects in a social interaction. Children who have been exposed to aggressive discipline techniques may believe that these same strategies will work in controlling their peers. These children are likely to be rejected by peers. Third, parents who are highly restrictive and who try to control their children's behaviors are less likely to permit their children to engage freely in peer social interaction. These children will have had less experience with peer interactions than others.

By the end of the fifth grade, some children will already have experienced a history of peer rejection. Some of these children are more likely than others to be disruptive and aggressive with their peers, as if they are protecting themselves from the potential threat of being rejected by rejecting others first. Others are likely to be withdrawn. They are highly anxious and exhibit certain mannerisms that make them further targets of peer ridicule. Thus, by the time they arrive at high school some children are seriously deficient in the social skills and self-perceptions that will allow them to be successful in the friendship formation process.

Three important lessons are learned from peer interactions. The value of these lessons grows, feeding into the capacity to form enduring, meaningful peer relations and, at the same time, providing young people with ideas and experiences that enhance self-understanding and identity formation. First, one's appreciation of multiple points of view increases as a result of peer interaction, especially in the process of meeting and talking with a group of people who have had different life experiences, different goals, and different talents. Young people discover lessons in perspective taking as well as in social relativism. They learn that there is more than one way to tell a story, celebrate a holiday, worship, or handle a stressful situation. Empathy grows as young people learn to care for people who are different from them in some important ways. They begin to appreciate that there is more than one valid way to interpret a situation or to solve a problem.

Second, young people begin to be increasingly sensitive to social norms governing their behavior. They monitor expressions of peer approval and disapproval, often modifying their behavior in order to gain recognition or avoid rejection. Pressures toward peer conformity result in a gradual structuring of the high school peer group so that individuals can perceive boundaries, rivalries, and notable distinctions between the groups. As one opens oneself up to the pressures and social influence of the peer group, one finds that the price of acceptance is some loss of individuality. Whether it is conformity to a manner of dress, a type of recreation, a way of spending free time, a manner of speech, or rejection of certain kinds of people, being a member of a group usually means that you go along with some identifying characteristics of the group.

Forming Peer Relationships

Peer pressure can have an enhancing effect on individuals, making them braver, more outgoing, more socially conscious, or more willing to explore the environment than they might have been alone. Peer pressure can also place a young person in conflict. This is likely when the peer norms contradict closely held personal or family values; when the peer group encourages behaviors that are dangerous or illegal; or when the peer group devalues some talent or interest that the young person has enjoyed and doesn't want to abandon. By recognizing and coping with this conflict, young people gain a clearer understanding of their own goals and values. They also begin to weigh the value of peer acceptance with the value of individual goals and to establish a clearer sense of their own priorities. In the later years of high school, adolescents appear to be more willing to resist peer pressure as they become more confident of their individuality. However, peer pressure does not end in adolescence. Individuals continue to be confronted with pressure to conform to social norms throughout adulthood. Thus, learning how to assess and cope with peer pressure is clearly important, not only for adjustment in adolescence but in preparation for adulthood.

Finally, through peer interactions, adolescents establish varied levels of relationships, from casual acquaintances to very close friends. Adolescents have to learn how to differentiate these types of relationships, allocating to each a different level of trust, disclosure, and time commitment. They learn a variety of skills in friendship formation–reaching out to someone, finding shared interests, feeling empathy, being able to listen as well as to express one's own thoughts, being able to negotiate and compromise in order to solve problems. The experience of having a truly close friend may be one of the first opportunities a young person has to establish trust and emotional intimacy with a person outside the family. Adolescent friendships can provide experiences of disappointment and hurt as well as confidence and support. Losing a close friend is often one of the earliest experiences with grief in a young person's life.

Within most high schools, peer groups can be identified based on one or more of the following qualities: physical appearance and style of dress, athletic ability, social class, academic performance, future goals, affiliation with a religious, racial, or ethnic group, and special talents. Criteria for membership in these groups are informal but widely shared. The groups have boundaries. Some students try to push their way into certain high-status groups. Other students may fall out of a crowd because of gossip, through refusal to go along with a group's norms, or simply by being out of touch with the group for too long.

As adolescents spend increasing amounts of time away from home and in the company of their peers, parents often worry that their children are being influenced in a negative way by friends or that the friends are becoming more important to their children than is appropriate. Research shows that parents continue to be very important to adolescents even though peers take on increasing importance in certain areas. Time spent at home with parents is an important correlate of feelings of well-being during adolescence, but adolescents are not quite so comfortable about being with their parents in public settings, especially where they will be seen by their peers. Parents continue to be an essential source of information and ideas about academic, vocational, ethical, and family-related topics. They are important sources of affection and nurturance. However, peers become increasingly important for companionship and intimacy. Adolescents look to their friends for insight about peer relations, especially popularity, dating, peer conflicts, and peer pressures. Thus, the domain of friendship becomes one area where adolescents tend to exclude their parents and rely heavily on their peers for advice. This may explain why parents worry about their children's friendship relations, since they don't know much about it and information is hard to come by.

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Learning Activities

1. **Consequences of peer relationships**

   a. Write a story about the best friendship you have experienced. Include examples of the characteristics of that friend, the things you did together, and the reasons your friendship was special to you. In pairs, share your stories, and list characteristics of good friends noted in both your stories. Compare your list to the survey results below.

   In 1986, *Who's Who Among American High School Students* asked 1,943 high school students, "What makes a friend a friend?" The results were as follows:

   85% Reliability and trustworthiness
   83% Honesty
   77% Good sense of humor

75%	Sensitivity to others' feelings
62%	Mutual interests
50%	Intelligence
14%	Attractiveness
12%	Similar background
11%	Similar religious beliefs
7%	Popularity
4%	Don't look for specifics, all friends are different

Discussion Questions

- *What are the values reflected in these survey results and in your friendship stories?*
- *What are the consequences of having a friend who has the qualities at the top of the survey list?*
- *How do you show those qualities in your role as a friend to others?*

b. Write each of the examples of friendships listed below on an index card. In small groups, select one of the examples and list the consequences of this relationship for each person in the relationship. Then determine whether or not this is a healthy or an unhealthy relationship. Share your responses with the class.

(1) Rod worships his friend William because he is popular and the star of the basketball team. Though William rarely has time to spend with Rod, Rod just likes hanging around William because it makes Rod look popular, too.

(2) Rita and Whitney are on the soccer team and have become close friends because they spend time together at practice and traveling back and forth to games. Recently, Rita had some difficulties in school and wanted to quit the team. Whitney convinced her to stick it out, and eventually Rita was able to resolve the problem. Without Whitney's support, Rita would surely have quit the team.

(3) The gang that Maria belongs to makes her feel important. She sees it as the family she never had. Sometimes the gang is involved in stealing things or fighting with other gangs, when people get hurt. Maria does not believe these activities are right and she worries about being caught. She cannot say anything or go against what the group wants, however, because she does not want to lose them as friends.

(4) Carlos's parents recently divorced, causing a lot of stress and conflict in Carlos's life. One way that Carlos dealt with the divorce was to talk to his friend, Kevin. Kevin, having also experienced a divorce in his family, was a good listener and was able to empathize with Carlos's feelings and problems.

Discussion Questions

- *How did you determine whether each relationship was a healthy or an unhealthy one?*

- *What are the characteristics of a healthy relationship with peers?*
- *Which of the previous relationships best describes the type of relationship you would like to have with a friend?*

c. **FHA/HERO:** Collect tapes of popular songs dealing with friendship. Play the tapes at a chapter meeting and complete the unfinished sentences below. Make a display entitled "That's What Friends Are For!" Include the responses of chapter members to these unfinished sentences and pictures of chapter members engaged in friendship-building activities.

(1) The ideal friend is one who. . .
(2) A friend always. . .
(3) I wish my friends would be. . .
(4) FHA/HERO helps me make new friends by . . .
(5) Building friendships helps make our chapter stronger because. . .

Discussion Questions
- *Why are friendships important to you? To your FHA/HERO chapter?*
- *What are the benefits of friendships? The risks?*
- *Why should you be concerned about the relationships you have with others?*

d. Complete **The Friendship Diagram (p. 199)** to show ways that you and five of your friends give and take from each other.

Discussion Questions
- *What are the consequences of each relationship for you? For your friend?*
- *Is your relationship with all five people the same? Why or why not?*
- *What would happen if the giving in a relationship was one-sided?*

e. List the values below on the chalkboard or a poster. Identify how each of these values could contribute to a healthy relationship between friends.

(1) Honesty
(2) Trustworthiness
(3) Tolerance
(4) Loyalty
(5) Caring
(6) Fairness
(7) Respect
(8) Responsibility
(9) Courtesy

f. Complete **My Relationships (pp. 200-201).** From this exercise, determine the goals you have for your relationships, such as those listed below.

(1) To be a good friend
(2) To get along better with classmates

(3) To have a healthy boyfriend or girlfriend relationship
(4) To communicate better in relationships
(5) To resolve problems effectively in relationships
(6) To learn to say no
(7) To stick up for my rights

g. **Action Project:** Using the goals you have established for your relationships, set short-term goals for each long-term goal. Keep a record of your relationships with friends and summarize your progress toward your short-term goals. Reflect on the questions below as you summarize your project.

(1) Are most of my relationships with peers healthy? Why or why not?
(2) Do my relationships with my peers reflect my values and goals about meaningful relationships? Why or why not?
(3) What do I like best about my relationships with my peers?
(4) What would I like to continue to improve about my relationships with my peers?
(5) What have I learned about myself and others while working on these peer relationship goals?

2. Types of peer relationships

a. Make a list of different types of peer relationships, such as those listed below. Identify the risks and rewards of each type of relationship.

(1) Student to student
(2) Employee to employee
(3) Acquaintance to acquaintance
(4) Team member to team member
(5) Organization member to organization member
(6) Boyfriend to girlfriend
(7) Best friend to best friend

Discussion Questions
- *Are all these relationships the same?*
- *What distinguishes them?*
- *What makes peer relationships deeper and more lasting?*
- *What are the expectations in each of these relationships?*

b. Complete **Levels of Relationships (p. 202).**

Discussion Questions
- *What are the consequences of each level of relationship?*
- *What types of needs are met at each level?*
- *How do the expectations for the relationship vary with each level?*

3. Strategies for building and maintaining relationships with peers

a. Draw a diagram illustrating stages of developing friendships, such as those listed below. Identify friendships you have that are at each stage.

(1) Getting acquainted
(2) Feeling comfortable together
(3) Sharing thoughts, feelings, and ideas
(4) Depending on each other
(5) Filling each other's needs
(6) Building intimacy

b. On four posters, write one of each of the following interpersonal skills necessary for building and maintaining caring and productive relationships. On each poster, list specific behaviors related to that skill that would help build relationships.

(1) Knowing and trusting each other
(2) Communicating effectively
(3) Accepting and supporting each other
(4) Resolving conflicts and problems constructively

c. Complete **Keeping Friends (p. 203).**

d. In small groups, create role-plays illustrating ways to begin new friendships. Include one or more of the behaviors listed below.

(1) Introduce self
(2) Compliment someone about something you notice about them
(3) Ask questions about the person's interests
(4) Ask to meet them or talk to them again

Discussion Questions
- *Under what circumstances would you want to make new friends?*
- *What is the easiest thing about making new friends? The most difficult?*
- *What skills do you have that would help you make new friends?*

e. **FHA/HERO:** Compile a list of activities available in your school and community that would help chapter members make new friends. Incorporate your suggestions into an article for the school newspaper or into a pamphlet for students.

f. List the ways that friends can be alike and different, such as those listed next. Identify the advantages and disadvantages of experiencing and accepting these differences in relationships.

(1) Personality characteristics
(2) Appearance
(3) Culture
(4) Age
(5) Gender
(6) Level of abilities
(7) Interests

Discussion Questions

- *Which differences are most likely to make building relationships easier? More difficult?*
- *Which of these differences will have the biggest impact on a relationship? The least impact?*
- *Which of these differences have you experienced in a relationship?*

4. Importance of expressing feelings and ideas to others

a. Using **Feelings Chart (p. 69),** identify the wide variety and intensity of feelings you may experience when building or maintaining friendships. Identify the consequences for relationships when one does not express feelings and ideas in the relationship, such as those listed below.

(1) Increased conflict and deterioration of the relationship
(2) Interference with the resolution of the problem
(3) Inaccurate perception of events and information
(4) Biased judgment

b. Review **Communicating Your Feelings and Needs (p. 70).** In pairs, write a statement that expresses feelings in a constructive way for each peer relationship situation below. Role-play the situations for the class.

(1) A friend keeps asking to borrow your math homework, which he then copies and turns in as his own. You put a lot of work into the assignments and resent the fact that he uses you. You wish he would do his own work.
(2) You have a good friend that you enjoy being with but who constantly interrupts you when you are talking. You are frustrated and getting angry that you can hardly get a complete thought into your conversations.
(3) Your boyfriend is constantly talking down to you in front of your friends. He thinks it is funny, but your feelings are getting hurt.
(4) A friend has told another person a secret you asked her to keep in confidence. You are angry that others are finding out what you expected no one else to know.
(5) A good friend of yours smokes cigarettes. You hate the smoke and the way your hair and clothes smell whenever you are around someone who is smoking.

c. **Action Project:** Keep a record of situations you experience with peers. Evaluate each situation according to your skill in expressing your feelings and ideas by using **Effective Communication Strategies (p. 65)**. Use the reflection questions below to write a summary of your experiences.

(1) When I express my feelings to my friends, I usually. . .
(2) When I express ideas to my friends, I usually. . .
(3) It is difficult for me to express my feelings when . . .
(4) It is difficult for me to express my ideas when . . .
(5) When I don't express my feelings and ideas with friends, I . . .
(6) My goals for expressing my feelings and ideas with friends in the future are . . .

5. Problems in friendships

a. Create a display of magazine articles, pictures, and cartoons illustrating different problems that teens have in friendships. Identify the consequences of these problems for friends and others involved.

b. In pairs, write a case study involving a problem in a friendship, such as one of those listed below. Trade your case study with another group and use the **Practical Problem Solving Think Sheet (pp. 37-38)** to decide what you would do to resolve the problem. Share your solution with the class and justify your decision.

(1) Gossiping about you behind your back
(2) Ignoring you to spend time with others
(3) Doing something you do not want to do
(4) Refusing to listen to your opinion
(5) Betraying something you have asked be kept a secret

Discussion Questions
- *Is the problem you resolved fairly common in friendships? Why or why not?*
- *Why is it important to use the practical problem solving process when resolving problems in peer relationships?*
- *What criteria did you use to decide which solution was best?*
- *Did you consider more than one alternative?*
- *Did you consider the consequences of each alternative for self and others?*

c. **Action Project:** Choose an example of a friendship problem you are experiencing. Using the **Practical Problem Solving Think Sheet (pp. 37-38)**, resolve the problem, justifying your solution by explaining the positive consequences of the solution for self and others and the values reflected in your decision. Carry out your solution and evaluate the effectiveness of your actions. Write a summary of your problem-solving experience and the consequences of your actions for yourself and others.

d. Read the following case studies and explain how the crisis of a friend affected the relationship. Explain the importance of distinguishing between personal crises and the crises of others. Develop a list of questions to use in determining when, if, and how you should become involved in someone else's crisis.

(1) Paul could see that Jenny was badly hurt by her friends, who were talking about her behind her back. Without talking to Jenny first, Paul decided to tell Jenny's friends that what they had done was wrong and that Jenny no longer wanted their friendship. Jenny found out what Paul had done and was furious with him.

(2) Tamika's good friend Shawna frequently talks about killing herself. Tamika tries to be a good listener, but when Shawna talks about suicide, Tamika begins to get alarmed. Tamika thinks Shawna is fairly serious about her plans, and Tamika has been losing sleep worrying about her friend. She feels she needs to be with Shawna constantly to protect her from herself. Shawna does not seem to be sharing these feelings with anyone but Tamika, so Tamika feels it is her responsibility to support Shawna through her depression.

Discussion Questions

- *How do your friends' crises affect you?*
- *What can you do when a friend is facing a crisis?*
- *Do you tend to take on other people's crises as your own?*
- *Is taking on the crises of others a positive or negative influence on your friendship? On you personally?*

e. List circumstances under which you would end a friendship. Using **Ending a Friendship (p. 204)**, decide which strategies you would feel most comfortable using to end a friendship.

Discussion Questions

- *Have you used any of these strategies in your relationships with others? Why or why not?*
- *What is the easiest thing about ending a friendship? The most difficult?*
- *What happens when a relationship ends?*

6. Peer pressure

a. In small groups, choose one group member who is not to eat under any circumstances. Other group members are to share a bowl of popcorn and try to convince the one group member to eat some also. Under no circumstances is the one group member to eat popcorn. Following the activity, share the feelings of those who played each role in the group.

b. Define *peer pressure* and *peer support* and identify examples of positive and negative peer influences. Make a chart illustrating the characteristics of peer support and peer pressure, as listed below.

Peer Support

(1) Helps each other get good grades and do well in sports
(2) Helps make growing up easier
(3) Helps you find your own identity
(4) Helps you see what other teens do

Peer Pressure

(1) Influences you to go against your own values
(2) Influences you to engage in illegal, harmful, or dangerous activities

c. Review **Ways to Say No (p. 205)**.

d. In small groups, develop responses to each of the peer pressure lines listed below. Identify situations in which your responses would be appropriate.

(1) Come on! Everybody's doing it.
(2) I thought you were my friend.
(3) If you were my friend, you would do this for me.
(4) Don't you want to try it to see what it's like?
(5) If you want to be popular, you'll try it.
(6) After all I've done for you . . .
(7) Don't tell me you've never done it before.
(8) Aren't you just Miss (or Mister) Goody Two Shoes!
(9) If you won't, I won't be your friend anymore.
(10) What are you, some kind of baby? Grow up!

e. In small groups, select one of the situations below and role-play a way to deal with the peer pressure.

(1) Your friend wants you to hitchhike to another city to visit an old friend.
(2) Your friends pressure you to hold a huge party while your mother is out of town.
(3) Your friend asks you to hide a stash of marijuana in your locker.
(4) You are being threatened by the guys who live down the block. They want you to join their gang.
(5) Your friend asks you to spread an untrue rumor about a new girl at school.

7. Current issues a. In small groups, list issues in peer relationships, such as those listed below. Rank these issues as to your level of concern about each issue, from being very concerned to having little concern. Make a chart showing the consequences of each of these issues for relationships, the information and resources one would need to resolve the issues, and the choices one would have in resolving the issues.

(1) Verbal abuse in peer relationships

(2) Physical abuse or violence in peer relationships
(3) Racism and its effect on peer relationships
(4) Cultural biases and their effect on peer relationships

Discussion Questions
- *Why should you be concerned about these issues?*
- *How did you decide which issues were of greater concern to you?*
- *What would happen if you did nothing about these issues?*
- *How can you take a leadership role in resolving issues most important to you?*

b. In cooperative learning groups, select one of the issues identified in the previous activity and prepare a class presentation that provides information about the issue and identifies possible alternatives for action by individuals and the community.

c. **FHA/HERO:** Develop an awareness week at your school regarding one of the issues related to peer relationships, such as abuse. Read **Abuse: Stop It Before It Starts (pp. 206-208)**, and identify the consequences of this issue for individuals, families, and society. Conduct a speakers forum on the topic with representatives from community programs and organizations that are committed to dealing with the issue of abuse.

Assessment

Paper and Pencil

1. Given case studies, evaluate the consequences of healthy and unhealthy peer relationships for individuals, peers, and society.

2. Given case studies, analyze how personal actions and decisions affect others in each situation.

3. Without the aid of references, describe at least three reasons why it is important to express feelings and ideas to others.

4. Given case studies, distinguish between personal crises and the crises of others by deciding on an appropriate level of involvement in the crises of others in each situation.

5. Given case studies, analyze choices for dealing with problems in friendships, by identifying the short-term and long-term consequences of each choice for self and others.

6. Given current issues related to peer relationships, identify strategies for dealing with current issues that are best for self and others.

Classroom Experiences

1. Write a story about the best friendship you have experienced. Include examples of the characteristics of that friend, the things you did together, and the reasons your friendship was

special to you.

2. In small groups, create role-plays illustrating ways to begin new friendships.

3. Given peer relationship situations, write a statement that expresses feelings in a constructive way for each situation. Role-play the situations for the class.

4. Given a case study involving a problem in a friendship, use the practical problem solving process to decide what you would do to resolve the problem. Share your solution with the class and justify your decision.

5. Given peer pressure lines, develop responses to resist the pressure in each situation. Identify situations when your responses would be appropriate.

6. Given peer pressure situations, role-play a way that is best for self and others to deal with the pressure.

7. In cooperative-learning groups, select an issue related to peer relationships and prepare a class presentation that provides information about the issue and identifies possible alternatives for action by individuals and the community.

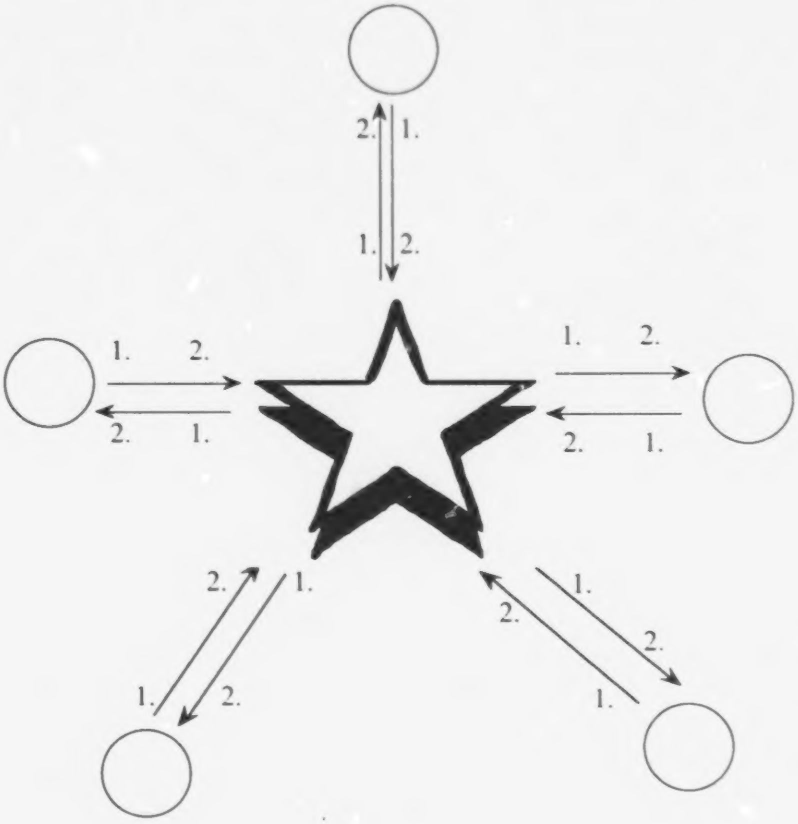
Application to Real-life Settings

1. Using the goals you have established for peer relationships, set short-term goals for each long-term goal. Keep a record of your relationships with friends and summarize your progress toward your short-term goals. Write a summary of your project.

2. Keep a record of situations you experience with peers. Evaluate each situation according to your skill in expressing your feelings and ideas. Write a summary of your experience.

3. Choose an example of a friendship problem you are experiencing. Using the practical problem solving process, resolve the problem, justifying your solution by explaining the positive consequences of the solution for self and others and the values reflected in your decision. Carry out your solution and evaluate the effectiveness of your actions. Write a summary of your problem-solving experience and the consequences of your actions for self and others.

THE FRIENDSHIP DIAGRAM



List the name of a friend in each circle. On the arrow going from you to your friend, write two things you give your friend in the relationship. On the arrow pointing from your friend to you, write two things your friend gives you.

page 1 of 2

MY RELATIONSHIPS

Please place the number of the answer that best applies to you on the line at the left of the statement. Be as honest as you can.

1 = Usually 2 = Often 3 = Sometimes 4 = Occasionally 5 = Rarely 6 = Never

_____ 1. I try to be with people.
_____ 2. I let other people decide what to do and make decisions that affect me.
_____ 3. I join social groups.
_____ 4. I try to have close relationships with people.
_____ 5. I tend to join social organizations when I have an opportunity.
_____ 6. I let other people strongly influence my actions.
_____ 7. I try to be included in informal social activities.
_____ 8. I try to have close, personal relationships with people.
_____ 9. I try to include other people in my plans.
_____ 10. I let other people control my actions.
_____ 11. I try to have people around me.
_____ 12. I try to have a large circle of friends.
_____ 13. When people are doing things together, I tend to join them.
_____ 14. I am easily led by people.
_____ 15. I try to avoid being alone.
_____ 16. I try to participate in group activities.

Answer below: 1 = Most people, 2 = Many, 3 = Some, 4 = Few, 5 = 1 or 2 people 6 = Nobody

_____ 17. I try to be friendly to people.
_____ 18. I let other people decide what to do.
_____ 19. I let other people take charge of things.
_____ 20. I try to have close relationships with people.
_____ 21. I let other people strongly influence my actions.
_____ 22. I try to get close and personal with people.
_____ 23. I let other people control my actions.
_____ 24. I act cool and distant with people.
_____ 25. I am easily led by people.
_____ 26. I try to have close personal relationships with people.
_____ 27. I like people to invite me to go places with them.
_____ 28. I like people to act close and personal with me.
_____ 29. I try to influence strongly other people's actions.
_____ 30. I like people to invite me to join in their activities.
_____ 31. I like people to act close toward me.
_____ 32. I try to change things when I am with people.
_____ 33. I like people to include me in their activities.
_____ 34. I like people to act cool and distant toward me.
_____ 35. I try to have other people do things the way I want them done.
_____ 36. I like people to ask me to participate in their discussions.

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Answer below: 1 = Most people, 2 = Many, 3 = Some, 4 = Few, 5 = 1 or 2 people 6 = Nobody.

_____ 37. I like people to act friendly toward me.
_____ 38. I like people to invite me to participate in their activities.
_____ 39. I like people to act distant toward me.

Answer: 1 = Usually, 2 = Often, 3 = Sometimes, 4 =Occasionally, 5 = Rarely, 6 = Never

_____ 40. I try to be the dominant person when I am with people.
_____ 41. I like people to invite me to things.
_____ 42. I like people to act close toward me.
_____ 43. I try to have other people do things I want done.
_____ 44. I like people to invite me to join their activities.
_____ 45. I like people to act cool and distant.
_____ 46. I try to influence other people's actions.
_____ 47. I like people to act close and personal with me.
_____ 48. I try to take charge of things when I'm with people.
_____ 49. I like people to invite me to participate in their activities.
_____ 50. I like people to act distant toward me.
_____ 51. I try to have other people do things the way I want them done.
_____ 52. I take charge of things when I'm with people.

Scoring Guide

Each group of questions represents a certain trait. If you answered the questions with one of the answers, score one point for yourself in each group. Add up the total points you have in each group.

Expresses Inclusion	Expresses Control	Expresses Affection	Wants Inclusion	Wants Control	Wants Affection
1. 1,2,3	30. 1,2,3	4. 1,2	28. 1,2	2. 1,2,3,4	29. 1,2
3. 1,2,3,4	33. 1,2,3	8. 1,2	31. 1,2	6. 1,2,3,4	32. 1,2
5. 1,2,3,4	36. 1, 2	12. 1,2	34. 1,2	10. 1,2,3	35. 5,6
7. 1,2,3	41. 1,2,3,4	17. 1,2	37. 1	14. 1,2,3	38. 1,2
9. 1,2	44. 1,2,3	19. 4,5,6	39. 1	18. 1,2,3,4	40. 5,6
11. 1,2	47. 1,2,3	21. 1,2	42. 1,2	20. 1,2,3,4	43. 1
13. 1,2	50. 1,2	23. 1,2	45. 1,2	22. 1,2,3,4	46. 5,6
15. 1	53. 1,2	25. 4,5,6	48. 1,2	24. 1,2,3	49. 1,2
16. 1	54. 1,2	27. 1,2	51. 1,2	26. 1,2,3	52. 5,6

Place the total points received in each area:

	Inclusion	Control	Affection
Expresses			
Wants			

What does this say about you?

Source: *Child Development/Parenting Examples*. St. Paul: Minnesota Department of Education, Minnesota Secondary Home Economics, 1987.

LEVELS OF RELATIONSHIPS

1. **Acquaintance:** You know this person by name and are able to make "small talk" about other people or things. At this level, there is not a lot of personal sharing and no self-relating.
2. **Casual:** You know each other well enough to express ideas, judgments, and decisions, but no trust has been established for more personal sharing.
3. **Close:** Enough trust is present to share feelings. This level meets needs for friendship and belonging.
4. **Intimate:** A level of trust is present so that you share complete openness and honesty. You may feel in perfect harmony with this person and share reactions freely.

Complete the chart below for each level of relationship.

	Acquaintance	Casual	Close	Intimate
Activities to be Shared				
Feelings to be Shared				
Topics of Conversation				
Expectations of the Relationship				

KEEPING FRIENDS

Friendship is like money–easier made than kept. You may meet many people in your lifetime and make many acquaintances, but true friends are rare. Friends are earned, and once found, they must be treasured. This requires as much care as tending a garden. The following questions may help you consider whether you are increasing or decreasing the quality of your friendships.

_____ 1. Do you enjoy doing favors for people you care about?
_____ 2. Do you publicly find fault with other people?
_____ 3. Can you keep a secret?
_____ 4. When a friend receives public recognition for his or her efforts, do you secretly wish it were you being recognized?
_____ 5. Are you generally cheerful and happy?
_____ 6. Do you see friends only if they will do things you like to do?
_____ 7. Do you feel free to share your reactions and feelings with your friends?
_____ 8. When a friend hurts your feelings, do you decide that the person is not really your friend and avoid him or her?
_____ 9. Do you promise to do things and then forget about them?
_____ 10. Do you sometimes tell others things a friend told to you in confidence?
_____ 11. Is it easy to see good qualities in others?
_____ 12. Do you seek out activities and projects that you and your friends can do together?
_____ 13. Are you often depressed and negative?
_____ 14. Do you feel genuinely happy when a friend succeeds?
_____ 15. Do you hide your "true self" from your friends?
_____ 16. When you are angry with a friend, do you sit down with him or her and try to solve the problem?

Answers

1.	Yes	5.	Yes	9.	No	13.	No
2.	No	6.	No	10.	No	14.	Yes
3.	Yes	7.	Yes	11.	Yes	15.	No
4.	No	8.	No	12.	Yes	16.	Yes

Analysis

14-16 "Yes" responses: You have friends because you are a friend to others. You are open, trustworthy, reliable, supportive, cooperative, committed, and caring–each a true art.

10-13 "Yes" responses: You have friends, but some of them stick with you despite your faults.

5-9 "Yes" responses: You find yourself looking for friends, but are unable to find them. Look at yourself carefully and plan some changes.

ENDING A FRIENDSHIP

Remember. . .it's just as painful to be "dumped" as it is to "dump" a relationship, even though it's easier if the "other guy" does the dumping.

It is time to end a close friendship when

1. The honesty disappears
2. You cry more than you laugh.
3. You've been more considerate and caring than you feel is returned to you.
4. You give more than you get.
5. You've "given in" more than you've compromised
6. You don't recognize yourself in the mirror (you've changed your hair, clothing style, mannerisms, and natural manner).
7. Others encourage you to "see the light."
8. Your self-respect is threatened.
9. You realize your values are less important than someone else's.
10. You are psychologically or emotionally abused.
11. You suffer physical abuse.
12. Your future looks bleak in this relationship.

Here are some tips on how to end a relationship. This does not have to be done on an angry note or following an argument. Put time and space between yourselves. This gives you a chance to lessen the emotional stress.

When you are ready. . .

1. Be rested, eat a nourishing meal and relax for a while.
2. Keep your voice calm and gentle.
3. Point out what is bothering you in this relationship.
4. Emphasize that you, too, have needs and wants that you want fulfilled.
5. Plan on spending only a short time discussing rather than hours of defeating talk. (You can always meet again to talk some more.)
6. Don't back down or give in at this time. Even though it might be healthy to end the relationship, it's also frightening to go it alone; be strong.
7. Point out the positive things you once enjoyed about the relationship, and do not dwell on the heartaches.
8. Remember there are many people out there waiting to meet you.
9. Be true and honest to yourself.
10. If you are sure the relationship is over, do not suggest future phone calls or visits--go on and meet new people.
11. Make an effort to fill your time with new activities. This prevents loneliness from weakening you.
12. Plan to meet a friend or have a friend waiting nearby for you (this helps you gracefully end the discussion due to another appointment.) This is your exit.

Source: *West Virginia STEPS Curriculum* Charleston, West Virginia: Department of Education, 1991.

WAYS TO SAY NO

When confronted with peer pressure, consider these ways to say "NO." For each suggestion below, create an example of how you would use it in a specific peer-pressure situation.

. . .With humor

. . .Without lecturing or pushing your values on others

. . .With calm, rational reasoning

. . .Without making a big deal of your refusal

. . .with a better idea

REMEMBER. . .

- You don't need to give reasons or excuses for your decision.
- Say "no" and mean it.
- Get away from the pressure as soon as you can.
- Put on pressure of your own.

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ABUSE: STOP IT BEFORE IT STARTS

They say you always hurt the one you love. But put-downs, threats, or acts of violence are never okay. Find out what an abusive relationship is and how to draw the line.

by Mark Bregman

A teen in New York City used to get so angry at his girlfriend that he'd grab her arm and twist it behind her back--until he broke it.

The girlfriend of a well-liked boy from San Francisco belittled him constantly until his self-esteem was shredded.

In Nebraska, a boy used to slap his girlfriend hard in the face each time she refused his sexual advances. She thought this was "normal."

Abuse can happen anywhere. But cases of abuse are not always clear-cut. A boy may think that giving his girlfriend a shove is just an example of rough play. A girl may think a clever put-down of her boyfriend is a way to show her affection. But there is no fun when someone gets hurt, either physically or emotionally. And these types of behavior may signal the beginning of a vicious pattern in a relationship. Below, find out what abuse is, and how to draw the line.

WHAT IS ABUSE?

Abuse in a relationship includes physical violence, such as hitting; verbal cruelty, such as insults; and being hostile or cruelly neglectful. That's right–ignoring someone else's needs can be a form of emotional abuse. And emotional abuse can leave long-lasting inner damage.

How can you tell when abuse begins in a relationship? "Usually a teen couple wants to have fun on both sides," says Leon Rosenberg, a psychologist at the Children's Center of Johns Hopkins Hospital in Baltimore, Maryland. "Each person has a limit about what kinds of physical actions, or teasing with words, feel comfortable."

For example, a boy may horse around by tickling his girlfriend. But the girl has the right to say "Stop it!" A boy who has self-control will stop. But a boy who continues the tickling until she's upset–and who seems to enjoy the girl's discomfort–crosses over the line to abuse. In other words, ignoring someone else's limits is abusive.

But isn't some horsing around or arguing normal in a healthy relationship? Yes, some physical play or arguing in a relationship is normal, Rosenberg says. But physical behavior that becomes rough more than once or twice–or put-downs that become a habit–can escalate into a pattern of abuse.

WHAT'S WRONG WITH ABUSE?

You may have heard guys say:

- "What's wrong with slapping a girl who's 'asking for it'?"
- "It's all right if I get carried away playing around sometimes."
- "She just wants attention–that's why she puts me down."

Or you may have heard girls say:

- "I think it's good when a boy beats a girl who needs it."
- "I fight back, too, so that isn't abuse."
- "He has good qualities, so I put up with the way he treats me. After all, nobody's perfect–you take the good with the bad."

What's wrong with this kind of thinking? Plenty, experts say:

- These attitudes help abuse to continue. "Once we think of physical or emotional abuse as acceptable behavior, where do we draw the limit?" says Sharon Herzberger, a professor of psychology at Trinity College in Hartford, Connecticut.
- In the extreme, abuse become battering. "Constant physical abuse is what terrorists do to hostages," says Carolyn Newberger, an education director at Children's Hospital in Boston, Massachusetts. The effect is that the victim becomes brainwashed–too confused to know how to cope with the trauma, too afraid to leave.
- This kind of thinking hurts both girls and boys. Girls with low self-esteem may believe they have no rights or no control over their own bodies, Herzberger says. They may want a relationship so badly that they blame themselves for the abuse, or deny that it's happening. The Nebraska teen whose boyfriend slapped her says, " I felt so bad about myself, I thought it was my fault when he slapped me."

"Boys who resort to physical or emotional abuse to display their sense of power often feel terribly weak and threatened inside," Herzberger says. The challenge for humans is to use their minds to handle the demands of relationships. "People who use abuse to get what they want are like apes who have no other ways of dealing with their emotions," she adds.

THE FIVE-STEP CYCLE OF ABUSE

Abuse often follows a five-step pattern.

1. **Tension**. A boy asks his girlfriend to help clean up a mess he made. She refuses, which sets up tension between the two.
2. **Belittlement.** He puts her down: "You're worthless."
3. **Physical abuse**. She may sulk or try to "get even." He gets more and more angry–finally shoving, hitting, or physically threatening her.
4. **Remorse.** He regrets his actions and lack of control, and he apologizes to her sincerely.
5. **"Resolution"** He promises his abuse will never happen again. She may believe him, but her forgiveness allows the cycle to continue.

- Accepting abuse hurts any chance of having a successful relationship. Whether you need to prove your power as an abuser, or whether you need to feel sorry for yourself as the abused, you can't win. "It's a cop-out to accept abuse in a relationship," Rosenberg says. At the base of human relationships are standards for decent behavior. Without these standards, loving and fulfilling relationships are impossible.

  The bottom line is self-respect within a relationship. In an abusive relationship, both people lose their self-respect. "They both end up powerless because they can't control their impulses," Rosenberg says.

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HOW TO STOP ABUSE BEFORE IT STARTS

Patrice Leach educates teens on relationships and sexuality as an outreach director, part of a Planned Parenthood education program in Brooklyn, New York. She offers teens the following points to keep abuse from beginning.

- **You body belongs to you only.** Set up a "body space." No one has a right to touch you without your permission. "Your body language is important," says Leach. Don't invite someone to approach you unless you mean it.
- **Trust your responses.** If you feel uncomfortable by someone's actions, listen to your feelings. The person may have crossed an unacceptable line.
- **Say "stop it," but mean it.** If you think someone is mistreating you, tell him or her to stop. Be firm. If your signals are mixed, her or she may continue.
- **If you feel like a potential "victim" in a relationship, seek help.** "Opening up and sharing your fears is the best way to change them," Leach says. Sometimes just communication with the other person in the relationship can lead to change. Or find a teen support group. Contact your Planned Parenthood chapter, or check the directory under Human Service or Social Service groups.

HOW TO AVOID BEING AN ABUSER:

- **Be aware of your own anger.** If you tend to have a short fuse, don't blame someone else for what upsets you. Try to keep your tenper under control.
- **Respect someone else's limits.** If someone says, "No," listen and stop.
- **Seek help to understand yourself.** Talking about your problems can keep you from acting out your frustration, Leach says.

Personal Development

Managing Conflict

CONTENT MODULE 7

Module Overview

Practical Problem: What should I do regarding managing conflict?

Competency 1.0.7: Manage conflict

Competency Builders:
1.0.7.1 Clarify areas of disagreement in relationships
1.0.7.2 Express feelings, ideas, and values constructively
1.0.7.3 Apply techniques of giving and receiving feedback
1.0.7.4 Criticize ideas and behaviors without criticizing individuals
1.0.7.5 Integrate different ideas into a single agreement
1.0.7.6 Apply problem solving process to choose a strategy to deal with conflict
1.0.7.7 Use appropriate strategies to negotiate differences
1.0.7.8 Seek help in managing conflict when appropriate

Supporting Concepts:
1. Conflict
2. Areas of disagreement in relationships
3. Strategies for dealing with conflict
4. Escalating and de-escalating conflict
5. Skills for managing conflict
6. Sources of help in managing conflict

Teacher Background Information

Rationale

Conflict refers to any situation involving competing needs, views, or actions. Conflict is a normal and inevitable aspect of life. In fact, conflict can be a positive force. In our society, we encourage independence of thought and openness of expression. As a pluralistic society comprising people of various ideological and cultural backgrounds, openness of expression is bound to result in conflict. It is out of the dialogue between people who hold differing views that new approaches and new solutions are born. However, in order for this process to work, people need to know how to manage conflict. Current studies suggest that increasing numbers of people are resorting to violence as a way of resolving their conflicts. According to the National Institute of Education, nearly 300,000 high school students are attacked each month, and one out of every five students in grades 9 through 12 carries a weapon (Meek, 1992). If we have hopes of preserving the diversity and openness that are at the heart of our democratic society, we must do a better job of educating young people about the value of conflict and constructive ways of resolving it.

Background

There are several different types of conflict. Intrapersonal conflicts arise within a person when opposing needs, values, or impulses press for expression. A student may be in conflict about whether to get to sleep early or stay up to watch a special television program; whether to keep a promise to a friend or let an adult know that the friend is using drugs. Resolving intrapersonal conflicts is an important step in clarifying one's priorities and feeling a greater sense of control in directing one's behavior. However, sometimes inner conflicts persist over long periods of time. They can cause anxiety, depression, and an inability to act. Many forms of psychotherapy have evolved to help individuals resolve intrapersonal conflict.

Interpersonal conflict occurs between individuals when the needs, wants, standards, or values of one person are in opposition to those of another. These conflicts are often referred to as disputes in which there is argument or debate because of the differences of opinion regarding what the outcome ought to be. An adolescent child wants to use the family car, but the parents have made a plan to go out for the evening and they also need to use the car. Interpersonal conflicts have the potential to allow individuals to learn more about one another, because they reveal areas of difference. They may be difficult to resolve because they require some trust, effective interpersonal skills, motivation on the part of all parties to resolve the conflict, and creative problem solving skills to find solutions that are acceptable to the parties involved. Many aspects of our legal system have evolved as a result of the difficulties individuals have in resolving their interpersonal conflicts.

Intragroup conflicts arise within groups, and intergroup conflicts are conflicts between groups. These conflicts can be very productive in that they bring new ideas to the fore; they stimulate dialogue about different approaches; and they often lead to new strategies for cooperation. The two-party political system in the United States is an example of intergroup conflict that has been relatively successful in promoting debate over governmental policies and priorities. However, some intergroup conflicts, such as international boundary disputes or racial and ethnic hatreds, can worsen over time as each group loses sight of the humanity of the other and the list of grievances or wrongs accumulates.

Managing conflict requires the development of many skills and abilities that allow individuals and groups to recognize conflicts, prevent them when possible, resolve them when possible, and live with them when prevention and resolution are not possible. Managing conflict is a lifelong challenge, since new types of conflicts always emerge as one enters new roles and expands membership into new groups. Managing conflict and resolving conflict are not the same. Some conflicts cannot be resolved. For example, in many family disputes involving adolescent children and their parents, the most common outcome is stalemate. Differences are aired but no solution or compromise can be found, so the conflict is "tabled," so to speak. Stalemate is a form of conflict management, but the conflict has not been resolved. In families with adolescent children, the stalemate strategy may occur in order to allow the restructuring of power within the family so that the children gain new levels of autonomy. With this solution, parents and children also come to understand more about each other's points of view. From the adolescent's perspective, a stalemate may be a much better outcome than a loss!

One primary goal in developing conflict management skills is to increase the likelihood of having constructive conflicts. A constructive conflict occurs when each person involved feels that his or her thoughts and feelings have been respected. No one feels diminished or demeaned in the conflict. Rather, the people involved understand each other better as a result of the disagreement. Some of the areas of skill building that are required in order to participate in constructive conflicts are:

1. Learning to clarify and recognize one's own feelings, needs, wants, standards, and values as they relate to the conflict at hand. This requires self-reflection, openness to one's feelings, and listening to the perceptions that others have of what you are saying and doing.
2. Learning to identify the feelings, needs, wants, standards, and values being expressed by the other

people involved in the conflict. This requires listening carefully to what others are saying and building empathy for others through role-playing or gathering information about their circumstances.

3. Developing communication skills for giving and receiving feedback. This requires being able to express one's own ideas effectively and being able to assert one's views, while at the same time listening to and respecting the views of others. Effective communication includes accepting rather than denying or avoiding differences, while trying to identify common ground.

4. Integrating different concerns and ideas into possible solutions through creative problem solving. This requires a flexible approach to solving problems, including the willingness to try new and sometimes unconventional alternatives. The goal is usually to identify solutions in which all parties get something they want, rather than solutions in which someone leaves as a winner and someone leaves as a loser.

5. Knowing about resources available to help mediate conflict and how to make use of those resources. In some cases, the people involved in a dispute cannot resolve the conflict without outside help. Some instances that may require third-party intervention are when there is a power differential between the parties so that the individuals cannot negotiate to a solution without risk of coercion by the more powerful party; when repeated efforts at conflict resolution have been unsuccessful; when the conflict appears to be escalating; when the parties are extremely antagonistic to one another from the beginning or have very poor problem solving skills; and when the original conflict has resulted in a violation of the law.

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Learning Activities

1. Conflict

a. Write a letter to yourself describing a conflict you experienced. Describe your feelings about the conflict, how the conflict was handled, and the consequences of the conflict for yourself and for others involved. Seal the letter and give it to your teacher to keep until the end of this unit on conflict management. As a class, make a list of ways you handle conflict. Identify the advantages and disadvantages of each method.

b. Write the definition of *conflict* on the chalkboard, an overhead projector, or a poster. Discuss how this definition is derived from the Latin *conflictus*, meaning *to strike together*, and is related to the dictionary definition of *a clash, competition, or mutual interference of opposing or incompatible forces or qualities (such as ideas, interests or wills)*.

c. **FHA/HERO**: Write the statements below on a large poster and display them at a chapter meeting. Collect newspaper articles about incidents of teen violence in your community and add them to the display. Identify the consequences of these statistics for students, families, schools, and communities. Describe how learning methods of conflict resolution besides violence could have an impact on these statistics and result in more positive consequences. Develop an awareness campaign about teen violence in your school and promote more positive ways to resolve conflict through posters, assemblies with speakers, public service announcements, and articles in the school newspaper. A possible title for this campaign is, "Conflict: Let's Face It."

(1) Three hundred thousand high school students are physically attacked each month.
(2) One out of five students in grades 9 through 12 carries a weapon.
(3) Most hate crimes involving racial prejudice are committed by youths under age 25.

Source: M. Meek. The Peacekeepers. *Teaching Tolerance*. *1* (2). 1992.

d. Complete **Understanding Conflict (p. 219)**.

Discussion Questions
- *Can all conflicts be resolved? Why or why not?*
- *How can you tell when a conflict has been resolved in a positive way? A negative way?*
- *Is it better for conflict to be resolved in positive or negative ways? Why?*
- *How can conflict be a positive force in your life?*
- *Why should conflict be resolved?*

e. Write the following goals regarding managing and resolving conflict on a poster or bulletin board. Add any other goals you might have related to conflict management. Discuss the values reflected in these goals. Identify which goals on the list reflect your personal goals for managing and resolving conflict.

(1) Face up to conflict when it occurs and reach a solution if at all possible.
(2) Reach a solution that is best for everyone involved.

(3) Respect the rights, feelings, and ideas of self and others during the resolution process.
(4) Resolve conflict in positive ways.
(5) Learn and develop skills to be used in future conflict resolution.

Discussion Questions
- *Why are these goals important when we consider how to resolve conflict?*
- *What values would help people use conflict in positive ways?*
- *What would happen if you did not set goals regarding conflict resolution?*
- *Why should you be aware of your own goals for conflict resolution?*

2. Areas of disagreement in relationships

a. Write the name of each of the categories below at the top of six posters. In six small groups, select one of the posters and list topics on the poster that create conflict in that type of relationship. Place a checkmark in front of those topics of conflict that occur most frequently. Share your poster with the class and explain why you think these conflicts occur.

(1) Parent - Child
(2) Friend - Friend
(3) Sibling - Sibling
(4) Teacher - Student
(5) Employer - Employee
(6) Conscience, Values, Opinions of Self

b. Review **Sources of Conflict (p. 220)**. Begin a journal to record conflicts you experience or observe each day. For each conflict you describe, identify the source of the conflict. Summarize those sources of conflict you note most often in each area of relationships: family, friends, teachers, and others.

Discussion Questions
- *Which of these sources of conflict are you most likely to experience? Why?*
- *How could each of these sources of conflict be constructive? Destructive?*
- *How could knowing the sources of conflict help you in managing and resolving conflict?*

3. Strategies for dealing with conflict

a. Complete **How Do You Handle Conflict?(p. 221).**

Discussion Questions
- *Are you likely to resolve conflict in a variety or ways or do you rely on one or two methods most of the time?*
- *Do the methods you use result in mostly positive or mostly negative consequences?*
- *How do you feel about your methods for conflict resolution?*

b. Using classroom resources, such as textbooks and audiovisual materials, define the following strategies for resolving conflict. Establish a chart listing each of the methods of dealing with conflict and the positive and negative consequences of using each method. Then rate each method as to how it helps achieve your goals for resolving conflict, established earlier.

(1) Avoidance
(2) Negotiation
(3) Mediation
(4) Litigation
(5) Confrontation
(6) Violence

Discussion Questions
- *Which method of dealing with conflict is best?*
- *Would some methods be better in some situations than others? Cite examples.*
- *What is important to consider in choosing a strategy for dealing with conflict?*
- *What is the effect of using each of these methods in various conflicts over time?*

c. Write the words "position" and "interest" on the chalkboard. In conflict resolution, the word "position" refers to what people want. "Interest" refers to the reasons they want what they want. In each of the conflict situations below, identify the position (wants) of each person and the interests (reasons) they hold.

(1) Sam and Hallie are friends discussing what to do together this weekend. Sam wants to go to a party. All his friends will be there and he wants to be seen with Hallie. Hallie wants to rent a videotape and spend some time alone with Sam.
(2) Sarah and her mother are arguing over whether or not she can go out Friday evening. Sarah wants to be with her friends, who are planning to see a movie and sleep over at a friend's house. Her mother thinks she should stay home and get a good night's sleep for her soccer game on Saturday.
(3) Al's boss at work has asked him to work Friday night, even though he was not scheduled to work. He had already made plans to be with his girlfriend. His boss insists that he is unable to count on anyone else to close the store for him Friday night.

Discussion Questions
- *What is the most difficult part of determining another person's position and interests?*
- *Would knowing a person's position and interests help in resolving the conflict by reaching an agreement?*
- *Does this type of knowledge about a situation strengthen, build, or block relationships?*

d. Watch a television program or videotape and identify the position and interests of each character portrayed in the conflict situation.

e. Review the steps of conflict resolution outlined on **The Win-Win Negotiation Process (p. 222).** Identify the consequences of using this process to resolve conflict.

f. In small groups, use a current event involving a conflict, decide which method you would choose to resolve the conflict, and write out your resolution, using the steps of the process. Role-play your resolution for the class.

Discussion Questions
- *Was the method used to resolve the conflict the best for this situation? Why or why not?*
- *How did the resolution reflect the goals for resolving conflict established earlier?*
- *Is the resolution the best for all involved? Why or why not?*
- *What other ways could these conflicts be resolved?*

4. Escalating and de-escalating conflict

a. Using an picture of an escalator, discuss how conflict can escalate and de-escalate. When a conflict gets worse, it escalates.

b. Read the situation below and identify each time the conflict goes up another step (i.e. escalates in intensity).

(1) Jeri was looking forward to meeting her friend Chris at the basketball game Friday night. When she got there, Chris did not show up at the front gate, where they had planned to meet right before the game. Since Chris was obviously not coming, Jeri saw another group of her friends and went on in to the game, which had already started. During the game, Jeri was shocked to see Chris sitting on the other side of the gym with a guy from algebra class. Chris appeared to be having a good time and was not looking for Jeri. At halftime, Jeri went with her friends to get something to drink and ran into Chris. Chris ignored Jeri and Jeri pretended not to see her, either. After the game, a friend came up to Jeri and told her that Chris had seen her and said she was a snob because she had refused to speak to her. In the school parking lot, Jeri saw Chris and ran up and punched her in the stomach. As Jeri turned and walked away, Chris shouted, "Just wait, you'll get yours!"

Discussion Questions
- *What are the feelings at each step?*
- *What makes this conflict escalate?*
- *Could anything have been done to de-escalate this conflict?*
- *Why should we be aware of how conflict escalates?*

c. List words that describe feelings or distribute **Feelings Chart (p. 69)**. Discuss how feelings enter into conflict. Explain how feelings can escalate the conflict. Discuss how managing conflict can reduce the intensity of feelings experienced when conflict escalates.

5. Skills for managing conflict

a. Review **Sharpen Your Conflict Resolution Skills (p. 223)**. In small groups, select several of the skills and develop a role-play illustrating how the skills can be helpful in conflict resolution.

b. In pairs, discuss a conflict you experienced recently. One member of the pair should talk while the other person listens. The listener then repeats what is heard and interprets the feelings presented. Continue until the conflict is clearly understood. Summarize the conflict and the feelings presented.

Discussion Questions
- *How did you feel when your partner was listening attentively?*
- *Why is listening important in managing conflict?*
- *What part does listening play?*

c. Read the story **The Maligned Wolf (p. 224).**

Discussion Questions
- *How did you feel about the wolf in Little Red Riding Hood before you heard this story?*
- *Now that you've heard the wolf's story, how do you feel about him?*
- *How did you feel about Little Red Riding Hood before you heard this story?*
- *How do you feel about Little Red Riding Hood now?*
- *Have you ever looked at some situation in your own life one way, but changed your mind after you listened to another person tell his or her side of the story?*
- *What have you learned from this story about differing perspectives in conflict situations?*

d. Choose a fairy tale or nursery rhyme (The Three Little Pigs - wolf's point of view; Little Miss Muffet - the spider's point of view) and write a one to two page version of the story from the antagonist's point of view.

e. **Action Project:** Keep a journal recording conflicts you experience with others. For each conflict, explain the circumstances of the situation, the position and interests of both sides, and how you chose to resolve the conflict. Evaluate your skill in resolving conflict by using **Sharpen Your Conflict Resolution Skills (p. 223)**. Write a summary of your efforts to develop your conflict resolution skills.

6. Sources of help in managing conflict

a. Place each of the words below on an index card and draw one card from the pile. For each card drawn, describe how the subject of the card could be a source of help in managing conflict. Add other sources of support for managing conflict. Identify the circumstances under which a person should seek help in managing conflict.

(1) Good friend
(2) Parent
(3) Clergy
(4) School Counselor
(5) Lawyer
(6) Law Enforcement Officer
(7) School Peer-Mediation Team
(8) Teacher
(9) Hotline

Discussion Questions

- *Which of these sources of help would you be most likely to use? Why?*
- *Why is it difficult for some people to seek help in managing conflict?*
- *Why might a person not seek help, even though they feel they need assistance in managing conflict?*

b. Review **Why Should a Third Party Be Involved? (p. 225).**

c. Obtain from your teacher the letter you wrote to yourself about a conflict you experienced. Write a story about the same conflict being handled in a positive way. Discuss the process you would use to resolve the conflict, the steps you would take to reach a resolution, and the skills and activities you would use to do so. Then present the resolution and discuss the consequences of the actions you would take.

d. **FHA/HERO:** Develop a training program for students interested in helping others resolve conflicts. For specific information on conflict-management training programs, contact the Ohio Commission on Dispute Resolution and Conflict Management, State Office Tower II, 77 S. High Street, Columbus, Ohio 43215 (614-752-9595). These conflict-management teams could be used to resolve conflicts between students, between groups, or between students and teachers or administrators at your school.

Assessment

Paper and Pencil

1. Given case studies involving conflict between peers, family members, or community groups, clarify areas of disagreement in relationships by stating the positions and interests of both sides.

2. Given a conflict situation and the positions and interests of both sides, write a paragraph that integrates the different ideas into a single agreement about how to resolve the conflict.

3. Given a case study involving conflict, apply the problem solving process to choose a strategy to deal with the conflict in way that has the most positive consequences for all sides.

Classroom Experiences

1. In small groups, use a current event involving a conflict, decide which process you would choose to resolve the conflict, and write out your resolution, using the steps of the process. Role-play your resolution for the class.

2. In pairs, discuss a conflict you experienced recently. One member of the pair should talk while the other person listens. The listener then repeats what is heard and interprets the feelings presented. Continue until the conflict is clearly understood. Summarize the conflict and the feelings presented.

3. Choose a fairy tale or nursery rhyme and write a one to two page version of the story from the antagonist's point of view.

4. Write a story about a conflict being handled in a positive way. Discuss the process you would use to resolve the conflict, the steps you would take to reach a resolution, and the skills and activities you would use to do so. Then present the resolution and discuss the consequences of the actions you would take.

Application to Real-life Settings

1. Keep a journal to record conflicts you experience or observe each day. For each conflict you describe, identify the source of the conflict. Summarize those sources of conflict you note most often in each area of relationships: family, friends, teachers, and others.

2. Keep a journal recording conflicts you experience with others. For each conflict, explain the circumstances of the situation, the position and interests of both sides, and how you chose to resolve the conflict. Write a summary of your efforts to develop your conflict resolution skills.

3. Develop a training program for students interested in helping others resolve conflicts. These conflict-management teams could be used to resolve conflicts between students, between groups, or between students and teachers or administrators at your school.

UNDERSTANDING CONFLICT

Conflict exists as part of our everyday lives. It is impossible to do away with conflict situations. Instead, it is important to learn the skills necessary to manage and resolve conflict.

Conflict can lead to growth. Conflict is not always good, but it is not always bad either. We can learn new things about ourselves and others. There are many possible solutions to any conflict. If we take time to generate many ideas for resolving the conflict, we can find a way that is best.

Conflicts can be resolved in both positive and negative ways. Solving conflicts through violence escalates conflict and has many negative consequences. We see this over and over in conflicts. Solving conflict in positive ways has a ripple effect. The more we affirm others and ourselves, the easier it becomes, and the more affirmed we feel. Sometimes we can find solutions in which everyone wins. Not always, but sometimes.

Read each type of conflict described below and identify examples of each types of conflict that you have observed.

Intrapersonal conflicts occur within the person. Examples are conflicts about goals, use of time, moral questions or decisions, or procrastination. Someone who wants to improve his or her muscle tone but would rather watch television has an intrapersonal conflict.
Example:

Interpersonal conflicts, the most common, are between two or more individuals. For example, Gloria wants to use the car to go to her babysitting job. Gloria's mother plans to use the car to go grocery shopping. Gloria thinks that if her mother uses the car, Gloria will not have a ride to her job. Gloria and her mother are experiencing an interpersonal conflict.
Example:

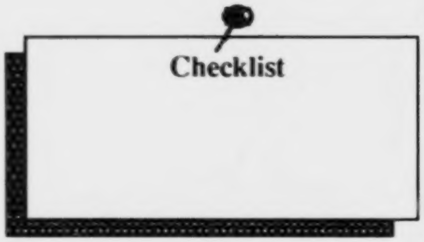
Intragroup conflicts are between individuals within a particular group, such as school faculty. A school faculty that is divided over whether students should be allowed off campus at lunch time is experiencing an intragroup conflict.
Example:

Intergroup conflicts occur between groups of varying size and scope, including clubs, organizations, communities and nations. Often the difficulty with such disputes, at a secondary school level as well as at the international level, is identifying and addressing the myriad needs, values, and concerns expressed by the groups. A conflict between two gangs, each representing different neighborhoods, would be an example of an intergroup conflict.
Example:

Adapted from *Conflict resolution: A secondary school curriculum.* San Francisco, California: The Community Board Program, Inc., 1987.

SOURCES OF CONFLICT

Directions: Read each source of conflict below and the remarks that suggest that kind of conflict.



1. **Territory**
   "Get out!"
   "How dare you go snooping in my locker!"
2. **Property**
   "Give me back my book!"
   "I didn't say you could borrow my sweater."
3. **Values**
   "If we can't trust each other, we can't be friends."
   "If you're going to drink and drive, you can get yourself another date. I'm not riding with you."
4. **Beliefs**
   "Maybe you think the world evolved into being, but I believe it was made by God."
   "Don't talk to me about disarmament. The only thing that keeps them from bombing us is that we will bomb them back."
5. **Power**
   "Because I said so and I'm bigger than you."
   "As long as I'm paying the bills in this house, I make the rules."
6. **Authority**
   "I'm the teacher. If you don't do your homework, I will have to fail you."
   "Because Mother left me in charge, that's why."
7. **Rewards**
   "You said if I get my work done around the house, I could do anything I want on Saturday."
   "How come he gets to stay up and watch TV when I have to go to bed?"

Source: F. S. Bolin, et al., *Growing Up Caring Teacher's Resource Binder*, Westerville, Ohio: Glencoe/McGraw-Hill, 1990.

HOW DO YOU HANDLE CONFLICT?

Directions: Circle the number that indicates how often you handle conflict in the way described in each statement. 5 Always, 4 Frequently, 3 Sometimes, 2 Rarely, 1 Never

5 4 3 2 1 1. Avoid the person or situation
5 4 3 2 1 2. Change the subject
5 4 3 2 1 3. Joke about the conflict
5 4 3 2 1 4. Apologize
5 4 3 2 1 5. Give in and keep bad feelings about it
5 4 3 2 1 6. Try to understand the other person's point of view and consider changing your mind
5 4 3 2 1 7. Ask somebody who isn't involved to help everyone involved make a final decision
5 4 3 2 1 8. Reach a compromise
5 4 3 2 1 9. Pretend to agree but do what you want later
5 4 3 2 1 10. Argue over the issues
5 4 3 2 1 11. Get angry and scream or fight
5 4 3 2 1 12. Pretend there isn't really a problem
5 4 3 2 1 13. Argue over something else less important
5 4 3 2 1 14. Act in ways that hide how you feel
5 4 3 2 1 15. Completely take on the other person's view as if it were your own
5 4 3 2 1 16. Make excuses for not dealing with the conflict
5 4 3 2 1 17. Agree with the other person not to deal with the conflict
5 4 3 2 1 18. Talk with the other person and arrive at a resolution
5 4 3 2 1 19. Harm someone or something
5 4 3 2 1 20. Allow someone else to decide how the conflict will be resolved

Based on your responses, decide which of the conflict styles listed below best describes how you handle conflict.

AVOIDANCE. This response reflects the attitude that since conflict is bad and disruptive, those who desire to be seen as good should avoid it. More subtle ways of avoiding conflict are denial, in which angry or hurt feelings are repressed instead of expressed, and accommodation, whose exponents smooth over a potential conflict by apologizing, making excuses, or adapting their behavior to fit the other person's.

CONFRONTATION. This aggressive response reflects the belief that in every conflict, there must be a winner and a loser. Confronters are happy to hurl insults or threats. People whose conflict style is confrontational often base their threats on the authority or sense of power they consider rightfully theirs.

PROBLEM-SOLVING. Advocates of this response see conflict as something that happens in the natural scheme of human relationships. Their concern is to arrive at a solution that both parties can live with. Problem solvers frequently use compromise, (in which each party gives up what is less important in order to keep what is most important) or collaboration (in which the disputants work together to explore the means by which the needs of both can be met, in a "win-win" solution).

Adapted from F. S. Bolin, et al.,*Growing Up Caring Teacher's Resource Binder*, Westerville, Ohio: Glencoe/McGraw-Hill, 1990.

THE WIN-WIN NEGOTIATION PROCESS

1. **Identify positions and interests.**

   When you negotiate, "positions" are what you say you want. "Interests" are the reasons you want it.

2. **Present and listen.**

   You should say what your positions and interests are. You then listen when the person you're negotiating with says what his or her positions and interests are. Try not to call names. Try to be specific.

3. **Brainstorm possible solutions.**

   Think of all the ways to solve the problem that you can. Try to think of lots. Write them down. Don't say if the ideas are good or bad. That will happen next.

4. **Eliminate solutions that are unacceptable.**

   Read over all the ideas. Draw a line through any ideas that you don't like. Compare lists. Place a checkmark by any ideas acceptable to both.

5. **Choose a solution that will meet the interests of everybody.**

   Read the ideas that are left on your list. Choose the idea or ideas that will meet everyone's interests. You want to help everyone feel like a winner.

6. **Make a plan to take action.**

   Once you choose a solution, decide how you will make sure it happens. Decide what the first steps will be. Decide who will do what and when they will do it.

Reprinted by permisssion from W. J. Kreidler, (1990).*Elementary Perspectives I*, Cambridge, MA: Educators for Social Responsibility (617/492-1764).

SHARPEN YOUR CONFLICT RESOLUTION SKILLS

Directions: The following skills are important as you communicate with others to resolve conflict in peaceful ways. Place a "+" in front of those skills that you can do well. Place a "o" in front of those skills that you would like to learn to do better.

_____1. Show genuine interest in solving the dispute.

_____2. Focus on the problem, not the people involved.

_____3. Accurately describe your position, interests, and feelings.

_____4. Ask for and actively listen to others' position and interests.

    _____a. Ask questions to clarify others' perspective.

    _____b. Restate others' messages to clarify what has been said.

_____5. Recognize and respond to the feelings of others.

_____6. Listen with an open mind and try to understand the perspective of others.

_____7. Brainstorm for possible solutions.

_____8. Integrate different ideas into a single agreement.

_____9. Be aware of your role in carrying out the solution.

When you are resolving conflict with others, remember NOT to

- Use insults
- Place blame
- Put others down
- Interrupt while others are talking
- Be sarcastic
- Refuse to listen
- Make threats or excuses
- Change the subject
- Try to be a mind reader
- Misinterpret other's nonverbal communication

THE MALIGNED WOLF

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny--all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I like her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now let's face it--no wolf could ever eat a little girl--everyone knows that--but that crazy little girl started running around the house screaming--me chasing her to calm her down. I'd taken off the grandmother clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with his axe. I looked at him, and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

Source: *Conflict resolution: A secondary school curriculum.* San Francisco, California: The Community Board Program, Inc., 1987.

WHY SHOULD A THIRD PARTY BE INVOLVED?

Sometimes a conflict situation reaches the point that it is necessary to involve a third party in order to resolve the conflict. A third party might be a friend, a counselor, a lawyer, or anyone who is willing to listen and help in resolving the situation.

A third party is needed when. . .

- the issues are complex or involve matters of principle
- the parties have a poor history of resolving issues and power is imbalanced
- the conflict-resolution process is characterized by poor communication and is emotionally charged

A third party can help . . .

- clarify issues and interests
- help find relevant facts and information
- help structure the procedures, such as arranging meetings and setting agendas
- help the parties track their progress toward resolution
- maintain channels of communication
- help parties vent and deal with emotions

Source: Ohio Commission on Dispute Resolution and Conflict Management.

Expressing Sexuality Responsibly

Module Overview

Practical Problem: What should I do regarding expressing sexuality responsibly?

Competency 1.0.8: Choose ways to express sexuality responsibly

Competency Builders:

1.0.8.1 Recognize sexuality across the life cycle
1.0.8.2 Identify influences on gender role development
1.0.8.3 Describe meaning of sexuality
1.0.8.4 Express personal attitudes and values about sexuality
1.0.8.5 Evaluate sexuality messages in media and society
1.0.8.6 Distinguish between responsible and irresponsible ways to express intimacy and sexuality
1.0.8.7 Identify reasons for varying standards for sexual expression
1.0.8.8 Identify societal issues related to sexual expression

Supporting Concepts:

1. Sexuality
2. Gender role development
3. Sexuality messages in media and society
4. Ways to express intimacy and sexuality
5. Standards for sexual expression
6. Societal issues related to sexual expression

Since the content of this module may be consider sensitive in nature, it is important to involve advisory committee members and local board of education members in making decisions about including this content in the local course of study. It is recommended that the teacher inform administrator, advisory committee members, and parents before teaching the content of this module and choose content, strategies, and resources with discretion.

Teacher Background Information

Rationale

The need for adolescents to address the question "What is responsible sexual behavior?" is more critical than ever before. Increasing numbers of sex-linked problems--unintended pregnancy, sexual harassment, marital infidelity, rape, child sexual abuse, pornography, sexually transmitted diseases (STDs)--provide evidence that the current socialization process is failing to promote mature sexuality in significant numbers of adolescents and adults in the United States (Newman & Newman, 1991).

Large proportions of American adolescents are sexually active, and are beginning sexual activity at an earlier age. Females and males who have early sexual experiences are more likely to have a greater number of partners, and more regular sexual intercourse by the time they are 19 years old (White & DeBlassie, 1992). This increases their chances for STDs and pregnancy before physical, social-emotional, and intellectual maturity and parenting readiness.

Expressing Sexuality Responsibly

CONTENT MODULE 8

Adolescents have an egocentric attitude about contraception. They seek personal gratification and have little thought of the consequences of their actions. When adolescent boys were asked about birth control, the majority of them felt no responsibility. On the other hand, the adolescent girls said they would use birth control (White & DeBlassie, 1992). Yet, only 60 percent of female adolescents use some form of contraception.

Adolescent pregnancy and parenting result in medical, social, and economic problems for the adolescents and their children--especially for very young adolescents and those living in poverty.

- The adolescent maternal death risk is 60 percent higher than for adult mothers (Merki, 1988).
- Teenage childbearing is now recognized as one of the root causes of poverty (Kenny, 1987).
- Public assistance for adolescent mothers and their children has been estimated to be about 16.6 billion dollars annually.
- Offspring--especially boys--of both African-American and European-American adolescents have been found to be less likely to have adequate early development and physical health, and to be less successful at school than those born to adult mothers (Coates & VanWidenfelt, 1991).

Sexual identity is a major developmental task of adolescence, but the adolescent is confronted with conflicting sexual values and confusing messages about how individuals should sexually behave (Santrock, 1990). For example, eight of ten prime-time television references to sex are to casual sex outside of commitment in marriage (Lickona, 1991). Consequently, adolescents need help in sorting out and evaluating these messages and in forming responsible sexual values for their lives--ideally through parental interaction.

Yet a large majority of adolescents say that they cannot talk freely with their parents about sexual matters. When adolescents report that they can talk openly with their parents about sexual matters, they are less likely to be sexually active (Santrock, 1990). Perhaps because they have difficulty talking with their children about sexual issues, a majority (81 percent) of parents favor sex education in the schools (Gallup, 1987). Unfortunately, most sex education courses emphasize improving knowledge about human sexuality rather than developing sexual attitudes, values, and responsibility, and have been ineffective in reducing sexual activity, unwanted pregnancy, and venereal diseases among teenagers (Lickona, 1991).

Background

Sexuality refers to everything about a person as a male or female. Thus, sexuality is the way people act out or otherwise manifest the sexual aspects of themselves--physically, emotionally, and socially. Since the human sexual response can be pivotal in building intimate relationships, sexuality--comprising physical pleasure and self-disclosure--is crucial to all important social relationships (Lamanna & Riedmann, 1991).

Many standards are currently used for sexual expression, ranging from responsible sexuality to irresponsible sexual abuse (Orr, 1989). Responsible sexuality is necessary for the well-being of individuals, families, and society. Responsibility means being morally, legally, mentally accountable, and being reliable and trustworthy (Merle, 1988). Moral and legal responsibility means actively responding to the needs of others, and emphasizes our positive obligations to care for each other. Responsibility also involves valuing people: respecting oneself and others, and carrying out duties to the best of one's ability to meet our own and others needs. According to Thomas Lickona, an internationally respected authority on moral development and education, "where respect says 'don't hurt,' responsibility says 'do help'" (1991, p. 44).

Expressing Sexuality Responsibly

Responsible sexual behavior is defined by the process of moral reflection, reasoning, and judgment. Ultimately, "all actions, however personal, are subject to moral judgment" (Lickona, 1991, p. 353). Such moral judgments are "rationally grounded in nonrelative, objectively worthwhile moral values..." (p. 230), and it is possible, through moral reflection and moral discussion, to demonstrate rationally that moral values have objective worth. First, such values serve the good of both the individual and society. Second, the values survive two classic ethical tests: reversibility (would you want to receive this kind of treatment?) and universality (would you want all persons to act this way in a similar situation?) Behaviors that are contrary to these moral standards are self-evidently wrong.

Since "sexual behavior is determined by values, not mere knowledge," (Lickona, 1991, p. 348), it is not surprising that sex education providing knowledge from a value-neutral perspective concerning the morality of teenage sex "has demonstratively failed...to curb teen sexual activity, pregnancy, or sexually transmitted disease" (p. 362). Consequently, to be responsible, "sex education must inform young people about the moral dimensions of sexual conduct" (p. 348). This entails helping students recognize the consequences of sexual behavior for their own physical, social, and emotional well-being--both short-term and long term--and for the well-being of others--especially their children, future spouses, and society as a whole.

Gender role development and the development of responsible sexuality begins at birth and evolves through socialization--the process by which society influences its members to internalize attitudes and expectations. Internalized norms and attitudes are shaped by parental and religious socialization as well as societal and cultural socialization beyond the family. Much of this socialization is gained through the mass media (Haffner & Kelly in Bernard, 1988).

Since the first radio soap opera, television, radio, movies, and advertisements have provided sexuality information. However, the National Academy of Sciences concluded that the media "provide young people with lots of clues about how to be sexy, but...little information about how to be sexually responsible" (Bernard, 1987, p. 29).

To counter this problem, the Center for Population Options has developed and distributed to television and film critics, members of the Television Academy, and network and production companies a set of guidelines for the responsible portrayal of sexuality. These guidelines provide suggestions for presenting responsible sexual content; for example, "not all affection and touching must culminate in sex, rape should be depicted as a crime of violence, not one of passion, (and) the ability to say 'no' should be recognized and respected..."(Bernard, 1987, p. 33).

Many sex-related issues have developed from changes in social norms and controls. Contemporary American attitudes reflecting changing purposes and acceptable expressions of sex are revealed in conflicting patriarchal and expressive sexual scripts used in the mass media and everyday culture. "A sexual script is a stereotyped pattern involving role prescriptions of how individuals should sexually behave" (Lamanna & Riedmann, 1991, p. 431).

In America, the patriarchal sexual script emphasizes sex for reproduction and women as possessions, while the expressive sexual script views sexual relations as a means of couple communication and intimacy, and/or individual pleasure. When individual pleasure is separated from a serious couple relationship, sex becomes a commercial product, and the interests and preferences of a partner become discounted. The negative consequences of commercial sex include "offensive and manipulative advertising; prostitution, pornography, and the exploitation of women; coercive sex; and child and youth sexual abuse inside and outside the family...(and) individual experiences of victimization" (Lamanna & Riedmann, 1991, p. 118).

Increased sexual abuse exposes commonly held traditional patriarchal and other attitudes among males. Experts agree that commonly held "hidden norms," such as the view that male aggression is acceptable, condone sexual violence. Consequently, "normal" men, not just psychotics or criminals, are capable of rape. Date rape or acquaintance rape--coercive sexual intercourse--has plagued dating for a long time, probably decades. Estimates vary, but recent estimates suggest that 25 percent of women under the age of 18 and more than 20 percent of college women are victims of rape or attempted rape (Merki, 1988; Lamanna & Riedmann, 1991).

Adolescents develop their own sexual scripts from examples around them as they try to define their sexual identity. Discrepancies between patriarchal and expressive sexual scripts, between the media and family sexual scripts, and between male and female scripts can cause confusion; for example "adolescent girls learn to link sex with love" and boys do not (Santrock, 1990).

Many levels of intimate relationships are involved in becoming a mature sexual adult. Intimate relationships range from nonsexual intimate relations--such as kinship relations and friendships, which entail physical pleasure in nonsexual embraces and self-disclosure of feelings--to committed, sexually intimate relations, which entail sharing sexual feelings and sexual expression. Sexual intimacy may or may not involve psychic intimacy--the sharing of minds and feelings. Likewise, sexual relationships do not necessarily involve intercourse.

Besides the physical dangers from uncommitted sex, emotional dangers of uncommitted sex are also great: regret, disrupted marital intimacy, and stunted personal development. Psychologist Dick Purnell points out that "when you share your body with someone...you're giving part of yourself. When they leave your life, something of you goes with them. You'll never get it back" (Lickona, 1991, p. 366).

Ultimately, adolescents' sexual activity is influenced by their sexual maturation and social expectations. Whether or not adolescents initiate sexual activity depends on (1) their motivation (biological factors; desire for independence and adult behavior; need to feel affection, ease loneliness, vent anger, escape boredom, confirm masculinity or femininity, boost their self-esteem; and/or internalized norms and attitudes) (2) social controls (parental socialization, practices, and values, including emotional support; school achievement and educational aspirations; attitudes and sexual experiences of friends; and religious beliefs and values) and (3) attractiveness (Newman & Newman, 1991).

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Learning Activities

1. Sexuality

a. Write the word *sex* on the chalkboard and discuss how you would define this word. Write the definition: gender, male or female. To the word *sex* on the chalkboard; add the suffix, *uality*. Write the definition of this term: *all of your maleness and femaleness, your personality, life style, heritage, culture, behavior, and attitudes throughout your life cycle.*

b. Review **What Is Sexuality?(p. 238).** Discuss how your sexuality influences your interaction with friends, family members, and members of the opposite sex.

Discussion Questions

- *What factors are influencing the development of your sexuality right now?*
- *What factors influenced you as a child? What factors do you think will influence you as an adult?*
- *How does your sexuality influence the ways you choose to express sexual feelings?*
- *How is sexuality expressed to others?*

c. Using resources, make a chart depicting stages of sexual development and influences on sexuality throughout the life cycle.

Discussion Questions

- *What characterizes the stage of sexual development you are in right now?*
- *How is this different from the stage you were in five years ago? How is it different from the stage you will be in ten years from now?*

2. Gender role development

a. Imagine what your life would be like if you were of the opposite gender. Write a story about how your life would be different and how it would remain the same. In pairs, share your stories and identify common elements.

b. Make two columns on the chalkboard, labeing one *Masculine* and the other *Feminine*. In same-gender groups, list activities, goals, and expectations associated with each of these gender roles. Include ideas about how each of these roles can determine expectations about mannerisms, dress, occupation, and personality traits. Illustrate your ideas with photographs or drawings. Share responses with the class and compile them under the categories on the chalkboard. Then use the system below to code each item you have identified. Discuss how society views the roles of male and female.

(1) Underline those items representing beliefs that your parents hold about masculinity and femininity.
(2) Circle those items representing beliefs that your friends hold.
(3) Place a star beside those items representing beliefs that your culture has influenced.
(4) Place a checkmark beside those items that represent beliefs commonly portrayed in the media (television, radio, magazines, and movies).

Discussion Questions

- *What messages did you receive about male and female roles when you were a child?*
- *Are there specific jobs or activities that can be done only by one gender? Why or why not?*
- *Where did your expectations about gender come from?*
- *Are society's attitudes about male and female roles changing? Why or why not?*

3. Sexuality messages in media and society

a. List forms of media that include messages about sexuality, such as television, advertising in magazines, and music. In cooperative learning groups, complete one of the projects below and present your findings to the class.

(1) Find five magazine or newspaper advertisements involving sexuality messages. Decide if the pictures carry male or female sexuality messages. Design two collages using pictures representing each sexuality message: "Male Sexuality" and "Female Sexuality." Draw conclusions about the way both male and female sexuality are depicted.

(2) Collect tapes of popular songs. Listen to each and analyze any sexual messages conveyed by the music. Make a chart illustrating the title of each song, the vocalist, and a summary of the music's message.

(3) View several television shows that involve men and women interacting in a family setting. Critique the shows using the **Television Observation Chart (p. 239)**. Draw conclusions about the roles of men and women portrayed on television.

Discussion Questions
- *How does this form of media influence people your age? Small children?*
- *Which form of media do you think is most powerful? Why?*
- *In what ways do these messages influence our perceptions about sexuality?*
- *What is society's reaction to these messages?*

b. **Action Project:** Keep a journal recording sexuality messages you observe. Collect pictures or articles illustrating these messages. Write a paper analyzing the messages about sexuality that you observed and the impact of these messages on self, family, and society.

4. Ways to express intimacy and sexuality

a. On a chalkboard or poster, list ways to express intimacy. Discuss the consequences of expressing intimacy in each of the ways on the list. Then write each way of expressing intimacy on a card. Organize the cards on a continuum of least-intimate expressions to most-intimate expressions.

Discussion Questions
- *How can you decide which expression of intimacy is appropriate for a given situation?*
- *What factors should you consider when deciding how to express intimacy?*
- *How can you tell when your expression of intimacy is responsible?*
- *What is involved in moving from one level of intimacy to a higher level of intimacy?*

b. In each of the types of relationships below, decide which expressions of intimacy would be responsible behavior. In small groups, share your responses and justify your decisions.

(1) Very close friends
(2) Good friends
(3) Casual friends
(4) Acquaintances
(5) Strangers

Discussion Questions
- *How did you decide which level of intimacy was appropriate for each type of relationship?*

- *What circumstances might change your answer?*
- *What kinds of issues and behaviors are most private for you? Why?*

c. Using resources, describe ways in which hormones can influence sexual feelings during adolescence. List ways in which the body responds to sexual stimulation (picture, movie scene, holding hands, kissing, or a variety of other ways). Explain that these feelings are normal and may or may not be acted upon.

Discussion Questions

- *How might these feelings influence your expression of intimacy with others?*
- *Should these feelings guide your expression of intimacy? Why or why not?*
- *How can these feelings be dealt with or expressed appropriately?*

5. Standards for sexual expression

a. Write each of the value perspectives regarding sexual behavior listed below on a large poster. Under each of the value perspectives, list the consequences of taking action based on that standard. Include physical, social, and emotional consequences for self and others. Identify the value perspective that is closest to your own.

(1) Sexual intercourse is wrong before marriage. (Abstinence)
(2) Premarital sex is acceptable for men but wrong for women. (Double standard)
(3) Sexual intercourse is okay as long as two people love each other. (Sex with affection)
(4) Sexual intercourse is okay in a casual relationship as long as you use contraceptives and have safe sex. (Sex without affection)

Discussion Questions

- *What values and goals are reflected in each of the above statements?*
- *Could any of these value perspectives result in harmful consequences for self or others?*
- *How would your parents feel about these statements? Your friends?*
- *How would each of these value perspectives influence your decisions about sexual behavior?*

b. List the goals regarding relationships with the opposite sex that are identified below. Add other examples of goals you have for relationships. Explain how each of these goals might be related to decisions regarding sexual behavior in a relationship.

(1) Show respect for my partner and receive respect in return.
(2) Openly express feelings of caring, love, and commitment.
(3) Have fun together.
(4) Learn more about myself and my partner.

c. Complete **How Values Affect Decisions About Sex (p. 240)**.

Discussion Questions
- *Which of these values are most important to you as you make decisions about sex?*
- *What other values might influence your decision sabout sex?*
- *What happens when the values influencing your decisions conflict with one another?*

d. **Action Project:** Select a culture or ethnic group different from your own, such as Mormans, Jews, Amish, Hispanics, American Indians, Afro-Americans, or Jamaicans. Using resources such as the fall 1990 issue of *Life Magazine*, identify the sexual beliefs of that group. Write a paper comparing your findings to your own values and beliefs regarding sexuality and sexual expression. Explain the consequences of each standard for sexual expression and why different standards for sexual expression exist.

e. Complete **Sexual Responsibility (p. 241).**

f. Make a chart of the consequences of having and not having sex. Include both short-term and long-term consequences as well as consequences for yourself and others. Evaluate which of these choices best matches your goals and values regarding sexual behavior.

g. Review the **Fact Sheet on Abstinence (p. 242).**

h. Review **To Have or Not Have Sex--That is the Question! (p. 243).** Write a paragraph about your own decision regarding whether or not to have sex at this time in your life. Include in the paragraph the consequences of your decision for yourself and others and the values and goals on which you based your decision.

Discussion Questions
- *What should you consider before making a decision about whether or not to have sex?*
- *What information do you need to make a decision that is right for you?*
- *What values will you use in making your decision?*
- *What goals will you consider?*

6. Societal issues related to sexual expression

a. **FHA/HERO:** Write the issues related to sexual expression listed below on the chalkboard, the overhead projector, or a poster. Add other issues of concern to you. Rank these issues as to your level of concern about each, from being very concerned to having little concern. Conduct a speaker's forum on one of the issues related to sexuality. Invite speakers to class from community organizations or programs that address the issue to present their viewpoints and action they have taken regarding these issues.

(1) AIDS Awareness and Prevention
(2) Preventing Sexually Transmitted Diseases
(3) Birth-Control Methods and Their Levels of Effectiveness
(4) Preventing Date Rape
(5) Dealing With Pressure Lines: Expressing Your Decisions About Sex to Others
(6) Teen Pregnancy: Consequences for Mothers, Children, and Society

Discussion Questions

- *Why should you be concerned about these issues?*
- *How did you decide which issues were of greater concern to you?*
- *What would happen if you did nothing about these issues?*
- *How can you take a leadership role in resolving issues most important to you?*

b. In cooperative learning groups, select one of the issues identified in the above activity and prepare a class presentation on that issue that provides information about the issue and identifies possible alternatives for action by individuals and the community.

Assessment

Paper and Pencil

1. Given stages of the life cycle, identify at least three indicators of sexuality development for each stage.
2. Without the aid of references, identify at least three influences on gender role development.
3. Without the aid of references, write a paragraph describing the meaning of sexuality.
4. Given case studies, distinguish between responsible and irresponsible ways to express intimacy and sexuality.
5. Without the aid of references, identify three reasons for the existence of varying standards of sexual expression.

Classroom Experiences

1. In small groups, evaluate sexuality messages in one form of media. Explain the consequences of these messages for self, family, and society.
2. Given examples of values, write statements that reflect how each particular value would influence your behavior and decisions regarding sex.

3. In small groups, select an issue related to sexual expression and prepare a class presentation on that issue that provides information about the issue and identifies possible alternatives for action by individuals and the community.

Application to Real-life Settings

1. Keep a journal recording sexuality messages you receive each day. Collect pictures or articles illustrating these messages. Write a paper analyzing the messages about sexuality you receive from society and how these messages have influenced you personally.

2. Write a paragraph about your own decision regarding whether or not to have sex at this time in your life. Include in the paragraph the consequences of your decision for yourself and others and the values and goals on which you based your decision.

3. Select a culture or ethnic group different from your own and identify the sexual beliefs of that group. Write a paper comparing your findings to your own values and beliefs regarding sexuality and sexual expression. Explain the consequences of each standard for sexual expression and why different standards for sexual expression exist.

WHAT IS SEXUALITY?

Sexuality is everything about you as a male or female person. Your sexuality is part of your total personality and affects every aspect of life, including how you dress, behave with friends and family, spend your time, and view your future, including your career. It begins at birth and is part of your entire life cycle.

There are three aspects to sexuality:

A. **Physical**
Appearance, genital development, reproductive processes

B. **Emotional**
Feelings about being male or female, feelings about yourself

C. **Social**
How you relate to members of the same sex, how you relate to members of the opposite sex, how you live and get along with others

Your sexuality is influenced by

Culture

Religion

Family

Friends

Media

TELEVISION OBSERVATION CHART

Directions: Observe a prime-time television program and complete the information below.

Television show name:

Date and time shown:

Topic addressed in the program:

List each major character in the program.

	Character:	**Character:**	**Character:**
Sex of the Character			
The Character's Response to the Program Topic			
A Description of the Character's Role			
The Occupation of the Character			

Describe messages about sexuality included in the program.

How did you feel about the sexuality messages presented?

How do you feel these sexuality messages would influence people your age?

How does the value perspective about sexuality presented in this program compare to the values and morals encouraged in your family?

HOW VALUES AFFECT DECISIONS ABOUT SEX

For each value listed below, write statements indicating how that value would influence your decisions about sex.

Value	**Effect on Behavior**
Respect for Others	Example: I will never push someone into having sex.
Responsibility	Example: I will accept and deal with the consequences of my decisions about sex.
Good Health	
Family	
Accountability	
Caring	
Fairness	
Respect for Self	

In the space below, list additional values as examples. Write complete statements indicating how each value would influence your decisions about sex.

SEXUAL RESPONSIBILITY

What does it mean to express sexuality responsibly? A sexually responsible person is one who makes choices considering the effect on self and others. A sexually responsible person considers and respects his or her own feelings, needs, and values as well as the feelings, needs, and values of others. Such a person behaves in positive and constructive ways--not in ways that exploit or hurt.

Read the situations below and identify the short-term and long-term consequences of the sexual behavior for all involved. Then circle the number of each item that represents behaviors you believe to be responsible.

1. Lynessa has chlamydia, an STD treated with antibiotics. She is too embarrassed to tell the two boys she had sex with last weekend. After all, if they get it they can just go to the doctor like she did.

2. Allison made a decision to abstain from sex with her boyfriend. She then agreed to go to his house Saturday night and listen to music, even though she knew his mother would not be home. While they were there, Allison was swept away by her feelings and decided to have sex with him anyway.

3. Tyrand likes being with girls and frequently finds himself attracted to most of the girls he talks to. He expresses his attraction with sexually explicit comments and sometimes strokes or pats the girls in sexually suggestive ways. Sometimes the girls are surprised at his aggressive behavior, but those are the girls he probably wouldn't want to be with anyway.

4. Kim has been sexually active with several boys over the last year. She talked with her mother, who disagreed with her actions but agreed to help her get birth-control pills. Kim takes the pills and also makes all her partners wear a condom.

5. Kevin and his girlfriend have chosen to abstain from sex until marriage. They express their affection for each other by their words and actions, but do not have sexual intercourse.

6. Tina was asked out on a date by a guy she does not know very well, except that he is in her English class at school. He wants to take her to a party at his friend's house, also someone Tina does not know. Tina tells him she would like to go out, but prefers to go to the basketball game or to a movie instead. Tina feels safer going to a familiar place and being around other people until she gets to know him better.

FACT SHEET ON ABSTINENCE

Delaying sexual intercourse can be advantageous for several reasons.

Facts

The majority of teens in the United States practice abstinence.

- 57% of males and 69% of females under 17 have never had intercourse. (Haas)
- 6 out of 10 males and 8 out of 10 females under age 16 have never had intercourse. (Norman)
- 40% of women polled wish they had delayed having sexual intercourse. 14% of men feel the same. (Sorenson)

GOOD REASONS TO CHOOSE ABSTINENCE

Medical reasons

Abstinence is the only method of birth control that is 100% effective and 100% free of side effects.

Abstinence reduces the risk of unwanted pregnancy. ("Reduces" because pregnancy can occur without sexual intercourse if sperm is ejaculated near the entrance to the vagina.)

Abstinence reduces the risk of contracting herpes, gonorrhea, or other sexually transmissible diseases. (STDs can be passed by sexual contact with an infected person through contact of any mucous membranes or saliva.)

Abstinence reduces the risk of cervical cancer. Cancer researchers are now suggesting that early sexual activity and multiple sexual partners are connected to increased incidence of cervical cancer in women under 25.

Relationship reasons

A couple may find that delaying sexual intercourse contributes in a positive way to their relationship.

Abstaining may allow a couple time to develop a deeper friendship. They may spend more time talking, building mutual interests, sharing their good times with other friends, and establishing an intimacy that is other than sexual.

Abstaining can be a test of love. Counter to the old line "you would if you loved me," abstinence can allow time to test the endurance of love beyond the first attraction and before having sexual intercourse.

Abstaining may contribute to teaching people to be better lovers; to explore a wide range of ways to express love and sexual feelings.

Personal reasons

Abstinence can be a sign of real emotional maturity and integrity. Many young women and men report feeling pressured into having sexual intercourse before they are ready. It requires maturity and honesty to be able to resist the pressure of someone you love in order to make a decision that is consistent with personal values and needs.

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TO HAVE OR NOT HAVE SEX–THAT IS THE QUESTION!

It is difficult to decide whether the time is right for you and your partner to have sex. There are so many decisions to make in this important matter. Here are some questions that may help you decide about responsible sex in your relationship.

- **Who am I doing this for? Am I doing this for myself or for my partner? Am I doing this to prove that I am an adult?**
- **Am I feeling pressured to have sex? Is my partner pressuring me? If not him/her, where are those pressures coming from?**
- **How do I feel about my partner? Do I really love him or her? Do I respect him or her? Do I trust him or her? Could our relationship survive if we decided not to have sex at this time?**
- **What are my religious and moral values about sex before marriage? How will I feel if I go against my beliefs? How will I feel if my actions support my beliefs?**
- **Have we talked about this decision? Do I really know what my partner is thinking? Does my partner know what I'm thinking?**
- **What method(s) of birth control will we use?**
- **How will I protect myself against STDs?**
- **Do I really want to take the risk of pregnancy? What if I get (or my partner gets) pregnant? Will I be able to take the responsibility?**
- **What will happen if my parents find out? How will they feel? How would I feel about their knowing?**
- **Am I being honest with myself? Are we really ready for this in our relationship? Am I trying to make this relationship more serious than it really is?**
- **Will I feel good about this decision tomorrow? In a month? In a year?**

Source: G. Karbowski for Family Information Services, 12565 Jefferson St., NE, Minneapolis, MN 55434, January 1990.

Parenting Responsibly

CONTENT MODULE 9

Module Overview

Practical Problem: What should I do regarding responsible parenting?

Competency 1.0.9: Evaluate importance of responsible parenting for individuals, families, and society

Competency Builders:

1.0.9.1 Describe parenting skills needed to foster human development and form healthy, caring relationships with infants and young children
1.0.9.2 Identify reasons to care for children in responsible ways
1.0.9.3 Identify realities of parenthood
1.0.9.4 Assess commitment needed to be a parent
1.0.9.5 Compare various reasons for becoming a parent
1.0.9.6 Identify factors to consider in evaluating readiness for parenthood
1.0.9.7 Evaluate how present decisions about parenting may affect future goals

Supporting Concepts:

1. Reasons to care for children in responsible ways
2. Positive parenting skills
3. Realities of parenthood
4. Commitment needed to be a parent
5. Reasons for becoming a parent
6. Readiness for parenthood
7. How present decisions about parenting may affect future goals

Teacher Background Information

Rationale

In the United States, you need a license to go fishing, to hunt, to drive a car, and to get married, but there is no test to pass and no form to fill out before having a baby. Yet an enormous body of scientific literature has accumulated to demonstrate that the way adults carry out their parenting role and the personal, educational, and financial resources they bring to parenting have powerful and long-term consequences for the lives of their children. Some national trends suggest that the quality of family life--which rests largely on the energy, time, intellectual and emotional maturity, and resources of parents--appears to be deteriorating. Some examples follow:

> The suicide rate for children ages 15 through 19 increased from 5.9 per 100,000 in 1970 to 11.3 per 100,000 in 1989.
>
> The number of children involved in divorces increased from 870,000 in 1970 to 1,044,000 in 1988.
>
> Births to unmarried women under age 15 increased from 9,500 in 1970 to 10,600 in 1989; births to unmarried women ages 15 to 19 increased from 190,400 in 1970 to 337,300 in 1989.

Parenting Responsibly

CONTENT MODULE 9

Sixty percent of married women with children under age six were in the labor force in 1991, compared to 37 percent in 1970.

In 1980, there were 785,000 cases of child neglect and abuse reported; in 1987, 2,025,000 cases were reported.

In 1970, 15 percent of all children lived below the poverty level (10.5 percent of white children and 41.5 percent of black children). In 1990, 20 percent of all children lived below the poverty level (15 percent of white children and 44 percent of black children).

According to the Committee for Economic Development, the first actions we must take are to strengthen families and increase the capabilities of parents to act as their children's first and most important teacher. This module provides an essential educational experience for adolescents to examine the responsibilities of parenting.

Background

Many people believe that they do not need any special education for parenting. They figure that they grew up all right and that the way they were parented will be just fine for their children. But the scripts we learned as children when our mothers and fathers interacted with us as children may not really be the best for our children. The literature on child abuse suggests that many abusive parents grew up in homes where they were abused. Many adults are now recognizing the debilitating effects of having grown up in families where one or both parents were alcoholics. Even in less troubled homes, one could argue that the child-rearing strategies used twenty or more years ago may not be appropriate for preparing children for the future they will face in the coming century. We can all benefit by examining our assumptions about children and child-rearing as we take up this critical social role.

Effective parenting is time-consuming, often very tiring, and always challenging. Children are constantly changing. Effective parenting requires being aware of the developmental milestones of childhood, including the range of normal variations at each age, and modifying one's parenting practices in order to accommodate these changes. Effective parenting also requires flexibility, so that parenting strategies are adapted to a child's talents, temperament, and intellectual abilities. Responsiveness, sometimes called sensitivity, is an important element of effective parenting at every age. Responsiveness means being willing to modify one's parenting behaviors in order to match a child's needs, concerns, and capacities. As children mature, effective parents try to provide stimulation and experiences that promote the use of new skills and encourage the development of new competencies without creating high levels of frustration or failure. Children seem to thrive when they experience interactions with caring adults who can read their cues, anticipate their needs, and provide appropriate responses.

The primary domains of parenting include are for the child's physical needs; protecting the child from physical and emotional harm; socializing the child with respect to the values, beliefs, and norms that parents consider to be applicable for the child's full integration into society; and educating the child about the skills and information necessary to function in the world. As children get older, the focus of parenting shifts so that less time is spent on direct care, health, and safety concerns, and more time is spent on socialization and education. One of the paradoxes of the parenting role is that one tries to promote feelings of safety and security in the family so that children feel a deep sense of belonging, and at the same time, one tries to promote feelings of confidence and independence so that children can move out of the family and be happy creating a life of their own.

Parenting involves serving as an advocate for children. Parents need to become familiar with the community resources and services that can help them provide an optimal child-rearing environment for their children. They need to be aware of the potential dangers in their community and help their children avoid those dangers where possible. They may need to identify and evaluate quality child care, select a pediatrician, choose a school, and find responsible babysitters. They need to find out about the libraries, parks, recreational facilities, and programs available as their children's interests change and mature. In many cases, they have to intervene on behalf of their children, especially in the schools, to make sure that their children's special learning needs are being met. Thus, responsible parenting goes beyond the face-to-face interactions one has with one's child. It extends to knowing the community and helping build bridges between home and community that children can traverse with comfort. In some instances, this responsibility has resulted in the formation of parent advocate groups (such as MADD) as parents find themselves engaged in trying to change the community in order to address their child's needs.

Within this very general framework for understanding the dynamics of parenting, there is a wide range of variability. Members of racial and ethnic minority families may fulfill parental roles in unique ways that preserve certain cultural and religious values and yet help prepare their children to function in the mainstream culture. The socioeconomic context of the family will influence the nature of parenting strategies. For example, one theory emphasizes that a parent's educational level and job experiences create a particular view of reality. Parenting practices are an expression of the kind of world parents think they are preparing their children for. Blue-collar workers may make greater use of power assertion and control because they see success in the workplace as highly related to conformity to rules and obedience to authority. White-collar workers may make greater use of supportive techniques and explanations in their parenting because they are preparing their children for a world of work that values self-direction and independence.

Parenting takes place in a social context. Readiness for parenting and success in parenting may depend on more than just one's own maturity and skills. The quality of the relationship between father and mother influence the satisfaction each person has in the parenting role. Extended family support, especially a new mother's relationship with her mother, can enhance parental effectiveness. The availability of community resources--especially affordable and quality child care, affordable and quality health care, friends and relatives who can provide information and assistance, and appropriate educational settings--all enhance parental effectiveness. Parenting can, at times, be extremely stressful. A child may become seriously sick or be injured in an accident; a parent who is overtired or depressed may be overcome by feelings of rage toward the child; a parent feels constantly torn between spending enough time with the children and meeting the demands at work; a child may have some type of learning disorder or developmental handicap and the parent must find the right type of therapy to help the child succeed in school. In all these and other instances, family and community resources are critical in helping parents succeed in their role.

Since the quality of family life often depends on the physical, social, emotional, and intellectual readiness of parents, it is important for adolescents to be aware of the need to delay parenting until they have reached an appropriate level of readiness. Teenage parents face a multitude of negative consequences. In addition to health risks for teenage mothers and their babies, teenage parents are far more likely to drop out of school, thereby missing the opportunity to develop important skills to enter the world of work and become financially independent. An opportunity to examine the responsibilities of parenting, the realities of day-to-day life as a parent, and the way in which these responsibilities affect future goals is essential if adolescents are to make ethical decisions regarding parenthood.

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Learning Activities

1. Reasons to care for children in responsible ways

a. Review **The Well-Being of Children (p. 255).** Identify ways that the parents of children can have an impact on these statistics and the well-being of children in your community.

Discussion Questions
- *Why should we be concerned about these statistics?*
- *What are the consequences of these statistics for children? Their families? The community?*
- *As a future parent, what can you do to have an impact on these statistics?*

b. React to the statement "A parent is a child's first teacher." Identify the consequences of having a good "first teacher."

Discussion Questions
- *What are the consequences of caring for children in responsible ways? For self? For families? For society?*
- *Who is responsible for the well-being of children in our society?*

- *How big is the impact a parent has on a child?*

c. **FHA/HERO:** Review **A Child's Bill of Rights (p. 256)**. In small groups, select one of these rights and design a poster illustrating the meaning of that right. Display your posters at a PTA meeting, shopping mall, or community center. Explain the importance of the role of parents in making sure these rights are upheld.

Discussion Questions
- *Why is each of these rights important to children?*
- *Do you believe most children today have these rights upheld?*
- *What would happen if each child received care that respected these rights?*

2. Positive parenting skills

a. Write the definition of *positive parenting* on a chalkboard, an overhead projector or a poster (Suggested definition: *the positive interaction between a parent and a child that enhances the child's development and ensures the best possible future for the child*). On each of three large silhouette figures, write one of the roles of a responsible parent listed below. In small groups, select one of the silhouette figures and list responsibilities associated with positive parenting in fulfilling that particular parenting role. Share your silhouette and responses with the class.

(1) Protector
(2) Caregiver
(3) Teacher

b. Imagine that you have not been born yet and could choose the characteristics of your prospective parents. In small groups, make a list of these characteristics and share them with the class. Note those characteristics that several groups have in common and identify those characteristics that are most important. Compare your list to **Characteristics of Successful Parents. (p. 257)**.

Discussion Questions
- *How did you decide which characteristics were most important?*
- *Why are each of these characteristics identified as being important to success in parenting?*
- *How can a person acquire these characteristics?*
- *How many of these characteristics do you possess?*
- *What would it be like to have a parent who did not possess the most important characteristics?*

c. Write a classified ad for the job of being a parent. The ad should include information about the job responsibilities, the qualifications, the work hours, the salary, and the benefits. Share your classified ad with the class and display the ads on a bulletin board entitled "Would You Apply for This Job?" Explain whether or not you would be well-qualified to be a parent.

3. Realities of parenthood

a. Complete **Parent Interview (p. 258)**. As a class, compile your findings and describe the realities of being a parent.

b. **Action Project:** Volunteer to care for young children in a family or community setting. Your experience could include babysitting, working in a child-care setting, or assisting in an educational or recreational program in the community. Keep a journal about your experience, using the questions below to focus your reflection about the realities of parenthood.

(1) How is this experience similar to and different from the role of a parent caring for children?
(2) What parenting responsibilities did you fulfill for children during the experience?
(3) In what ways did you fulfill the parenting roles of protector, caregiver, and teacher?
(4) What particular situations about your experience were especially challenging? Why?
(5) What is the most difficult part of caring for children? The least difficult part? Why?
(6) What qualities do you have that would contribute to your success as a parent?
(7) What skills would you need to develop in order to be an effective parent?
(8) What resources would you need to be an effective parent?

4. Commitment needed to be a parent

a. Write the statement "It is easy to become a parent, but very difficult to be one." on a chalkboard, an overhead transparency, or a poster. Write a two or three sentences responding to this statement, explaining why you think it is true or false. Share your responses.

Discussion Questions
- *What is the difference between having a child and being a parent?*
- *What would happen if parenting responsibilities ended at birth?*
- *What is most difficult about being a parent? Least difficult?*
- *Why is it important for parents to be committed to their parenting role?*

b. Define the word *commitment*. List examples of commitments you have in your life, and identify the similarities and differences between those commitments and the commitment of being a parent. In small groups, list the word *commitment* vertically. For each letter in the word, write a phrase that begins with that letter to describe the commitment needed to be a parent, such as the example below.

(1) Communication
(2) Open-minded
(3) Money

(4) Management skills
(5) Intelligent decision making
(6) Time
(7) Managing work and family
(8) Energy
(9) Nurturing
(10) Teaching

5. Reasons for becoming a parent

a. Make a list of reasons why people become parents, such as those listed below. Put each reason on a card and display it on the chalkboard, a bulletin board, or a wall of the classroom. Using red dots for poor reasons and green dots for good reasons, indicate how you would classify each reason. Explain the rationale for your choices.

(1) Having a child shows others I am a mature person.
(2) I want my child to be a miniature version of me.
(3) I expect my child to make contributions in the world I wish I had made.
(4) A child will help improve my relationship with my spouse.
(5) I need parenthood to fulfill my role as a man or woman.
(6) I need a child to make my life meaningful.
(7) I expect my child to be responsible for me in my old age.

b. Review **Facts and Information: Why Do People Have Children? (p. 259).** In small groups, circle those reasons you think best describe why teenagers would want to have children. Explain whether these reasons are good or poor reasons.

Discussion Questions
- *How did you decide which reasons for having children were best?*
- *What are the consequences of having children for each of these reasons?*
- *Are a person's reasons for having children an indication of the type of parent they will be? Why or why not?*

6. Readiness for parenthood

a. In pairs, assign one person the role of reporter and one the role of parent. Reporters are to ask the question "How can you tell if you are ready to be a parent?" Share findings with the class as part of a newsroom skit.

b. Using resources, make a list of factors to consider when evaluating readiness for parenthood, such as those listed below. List questions a person should ask himself or herself regarding each of these categories when deciding whether or not he or she is ready to become a parent.

(1) Education
(2) Career
(3) Finances

(4) Place to live
(5) Physical readiness
(6) Emotional readiness
(7) Marriage

Discussion Questions

- *Is anyone your age ready to become a parent? Why or why not?*
- *How would having children affect your goals in some of these areas?*
- *What are the consequences of having children before you are ready?*

c. Draw pictures or collect photographs of things you would like to have and identify the estimated cost of each item. Using a list of financial obligations of parents, such as clothing, food, equipment, furnishings, education, and health care, determine the prices of these goods and services using catalogs, newspapers, advertisements, etc. Imagine that you have been told you are about to be a parent. Comparing the costs of things you would like to have with the costs of parenting responsibilities, determine those items you would no longer be able to afford because of parenting expenses. Explain the need for parents to be financially ready for children.

Discussion Questions

- *If you were a parent, what kind of sacrifices would you need to make in order to provide for your child?*
- *What kind of sacrifices have your parents made in order to provide for you?*
- *What happens when parents cannot provide financially for their children?*
- *What are the consequences of parents having children who cannot afford to provide basic needs for their children?*
- *How can parents prepare financially for having children?*
- *Would you be financially prepared to have a child?*

7. How present decisions about parenting may affect future goals

a. **FHA/HERO:** Videotape your own talk show entitled "How Teen Parenting Changed My Life." Choose a moderator and set the classroom up in a theater arrangement. Invite a panel of teenage parents to class to answer the questions listed below. Then open up the discussion to questions from the audience. Following the panel discussion, write a paragraph summarizing the effect of unplanned pregnancies on teenagers. Add chapter members' summaries to the videotape. Make the videotape available for other classes and organizations in your school and community.

(1) How did your becoming a parent change your life?
(2) Describe a typical day in your life, including your responsibilities of parenting, work, school, and social and family life.
(3) Explain the different types of roles you play, such as student, parent, friend, family member, and employee. Describe the responsibilities with

each of these roles and discuss what happens when the roles conflict.
(4) Describe ways that caring for yourself may conflict with caring for your children.
(5) How did having a child influence your goals and values?

b. Review **Adolescent Sexuality, Pregnancy, and Parenthood (p. 260)** and summarize the consequences of early, unplanned parenthood on teens, their children, their families, and society.

c. Divide into two groups and research data to support a pro or con stand on the issue "Teenagers are ready to be parents." Debate the issue with each side presenting its view and rebutting the opposing view. Then decide which side represents the best position. Evaluate the reasoning of each side based on consequences for self, child, family, and society.

d. Complete **Parenting and Life Plans (p. 261).**

e. Write an essay explaining whether or not you are ready to become a parent. As part of the essay, consider the questions listed below. Discuss the impact of your becoming a parent on yourself, the baby, and society.

(1) Would a child interfere with my plans to get an education? Would I be able to go to school and raise a child at the same time?
(2) Would having a child of my own make it difficult for me to enhance my own personal development at this stage of my life?
(3) Am I financially able to support a child?
(4) Do I live in a place conducive to raising a child?
(5) Would I be willing to give up my personal freedom to do what I want to do when I want to do it?
(6) Would having a child restrict my social life?
(7) Would I have enough time to spend with a child?
(8) Would I be willing to devote at least 18 years to being the person responsible for the well-being of a child?

Assessment

Paper and Pencil

1. Without the aid of references, describe at least three parenting skills needed to foster human development and form healthy, caring relationships with infants and young children.

2. Without the aid of references, identify at least five reasons to care for children in responsible ways.

3. Without the aid of references, write a paragraph assessing the commitment needed to be a parent. The paragraph should include reasons why being committed to the parenting role is important to successful parenting.

4. Given various reasons for becoming a parent, compare them based on the consequences of having children for each of the reasons.

5. Without the aid of references, identify at least seven factors to consider in evaluating readiness for parenthood.

Classroom Experiences

1. Design a poster illustrating one right of a child. Share your poster with the class and explain the importance of the role of parents in making sure these rights are upheld.

2. Using information from parent interviews, identify at least three realities of parenthood.

3. Using a list of personal goals, evaluate how becoming a parent would affect the attainment of each goal.

4. Write an essay explaining whether or not you are ready to become a parent. The essay should address at least five factors to consider when deciding.

Application to Real-life Settings

1. Volunteer to care for young children in a family or community setting. Keep a journal about your experience, focusing on your reflection about the realities of being a parent and your personal readiness for parenthood.

THE WELL-BEING OF CHILDREN

> ***"America's future is forecast in the lives of its children and the ability of their families to raise them."***
>
> ***Final Report on the National Commission on Children, 1991.***

Social, economic, and demographic stresses of recent decades have increased family stress at the same time that they have reduced the level of support traditionally available to families. There is much evidence to indicate that poverty, unemployment, lack of basic educational skills, poor housing, homelessness, substance abuse, limited health care, and marital chaos are threatening the well-being of children. Consider the following statistics:

1. Children are the poorest age group in Ohio. One in five children live below the poverty level.
2. One of eight Ohio babies is born to a teenager, and two-thirds of those teenage mothers have not completed high school.
3. One of every four children is raised in a single-parent family.
4. Child-abuse reports have increased 300 percent since 1976.
5. Suicide is the second leading cause of death among adolescents.
6. In 1991, 60 percent of women with children under age six were in the labor force.

A DAY IN THE LIFE OF OHIO'S YOUNGEST CHILDREN

Each day, 450 babies are born in Ohio. Of these infants:

140	have mothers who require Medicaid assistance because they are poor.
125	are born to unmarried parents, most of whom are adults, not teenagers.
80	have mothers who receive late prenatal care.
60	are born to a teenage mother.
30	are born at low birth weight.
15	are born with traces of cocaine.
4	die before reaching their first birthday.

Statistics from Ohio Children's Defense Fund.

A CHILD'S BILL OF RIGHTS

A Child Has a Right To:

- Be wanted and planned for by the parents
- Be reared by loving parents who have parenting skills
- Be provided with a maximum prenatal growth environment
- Be provided with the proper nutrition from conception to adulthood
- Be provided maximum protection from preventable injuries
- Live in an uncrowded, peaceful, clean, and secure home
- Have clean clothing, suitably adapted for the weather
- Receive warm, loving, patient, and skillful parental care
- Be protected from abuse and neglect
- Receive adequate preventive and regular medical care
- Receive educational opportunities that maximize individual development
- Receive patient, skillful guidance

Adapted from Tennessee Department of Education and Shelby State Community College. *Family Living and Parenthood Education: A Competency Based Approach, Level III.* Memphis, Tennessee: Tennessee Department of Education.

CHARACTERISTICS OF SUCCESSFUL PARENTS

1. Have an innately high energy level.
2. Are at least 25 years of age.
3. Like to hold infants and small children.
4. Allow children to progress at their rate rather than pushing them.
5. Understand the compelling nature of children's play.
6. Deal forcefully with the "bratty" behavior of children ages 6 to 12.
7. Are concerned about the popularity and peer-group acceptance of their children.
8. Communicate through talk rather than action with teenagers.
9. Are needed by someone or something other than their children.
10. Have low ego needs and are willing to accept a child for whatever he or she might become.
11. Like and enjoy other children as well as their own.
12. Do not count on having a physically perfect child.
13. Assume that they will not be able to go out as much after the birth of their children.
14. Make many recreational choices with their children in mind.
15. Plan many social activities in conjunction with parents of their children's friends.
16. Agree with the spouse on issues relating to parents and child-raising.
17. Have the same desire as the spouse for a child.
18. Have a realistic advance assessment of the adjustment needed after the birth of a child.
19. Do not expect their children to support them when they are old.
20. Tend to be nurturers.
21. Frequently have other people on their minds.
22. Are apt to be tactile "touching" people.
23. View teaching courtesy and kindness as important as teaching the alphabet and reading skills.
24. Believe that teaching occurs when a child is ready to learn, even if it is inconvenient.
25. Are willing to admit they are wrong.
26. Are consistent in their personal behavior.
27. Demonstrate self-discipline.
28. Do not worry about being liked.
29. Are good managers.
30. Have tolerance for repetitious and routine activities.
31. Are able to defer personal gratification.
32. Have a high tolerance for frustration.
33. Do not place time and money at the top of a personal priority list.
34. Do not separate their children's needs from needs of other children.
35. Are flexible about their own lives.
36. Indicate a tolerance for diversity of ideas.
37. Have interests outside the home.
38. Seem content with the present.

Adapted from E. Peck & W. Granzig. *The Parent Test.* New York: G.P. Putnam's Sons, 1978.

PARENT INTERVIEW

Use the questions below to interview two or more parents, each with children of different ages. Begin the interview by explaining that you are studying the need for responsible parenting and want to learn more about the commitment it takes to be a parent.

	Response 1	Response 2
1. How many children do you have?		
2. What ages are your children?		
3. How old were you when you became a parent?		
4. When you first became a parent, what kind of changes were required in your life?		
5. When you had children, what adjustments did you make regarding your physical energy? Emotions? Social life? Finances? Education? Career?		
6. What (in your opinion) was the most difficult adjustment? The least difficult adjustment?		
7. What, in your opinion, is the most rewarding part of being a parent?		
8. Are there more rewards when children are younger or older?		
9. What helped you the most in being ready to be a parent?		
10. Were you surprised by any responsibilities of the parenting role? If yes, which ones?		
11. What advice would you give to someone considering the decision of whether or not to become a parent?		

FACTS AND INFORMATION:
WHY DO PEOPLE HAVE CHILDREN?

Many factors contribute to the desire to have babies, including unconscious needs, one's personal beliefs and values, social customs, and practical considerations. All of these factors are changing constantly as they are influenced by social and cultural norms and values.

There is no proof that there is a universal instinct to produce children. (An instinct is an inborn trait--it exists at birth. For example, the newborn infant has the instinct to suck.)

Some common motives for having children are the desire to:

1. Experience the biological reproductive process--fertilization, pregnancy, labor, delivery, nursing
2. Produce someone like oneself
3. Create a unique human being
4. Prove one's femininity and masculinity
5. Live on in the future through one's children
6. Create a family

Some social and cultural reasons for producing children are:

1. Pressure from family, friends, and society to conform
2. Desire to make one's parents into grandparents
3. Desire to feel more needed and important in the home
4. Desire to have children to care for one in one's old age
5. Desire to have a child for religious reasons, to carry on religious traditions
6. Desire to overcome feelings of loneliness and alienation

Some psychological motives have been cited as adding to the desire to have children for some people:

1. Desire to attain independence from one's own family
2. Desire to be punished for having sexual relations (relieves guilt)
3. Desire to make a child an extension of oneself
4. Desire for companionship, entertainment, and stimulation from children
5. Desire to achieve a sense of accomplishment, pride, importance, and power
6. Desire to make up for one's own unhappy childhood by being a good parent to one's own child
7. Desire to relive a happy childhood by providing a similar experience for one's own child
8. Desire to get back at one's parents by showing them that one can raise one's children better than he or she was raised
9. Desire to fulfill needs for interdependency--needing and being needed
10. Desire to try and strengthen or enhance the marital relationship
11. Desire to replace a lost love object

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ADOLESCENT SEXUALITY, PREGNANCY, AND PARENTHOOD

The United States bears the unfortunate distinction of having the highest adolescent pregnancy, abortion, and birth rates in the developed world. According to recent estimates, 43 percent of all adolescent girls will experience at least one pregnancy before they reach age twenty. Too-early childbearing exposes an adolescent and her baby to health risks, a higher risk of dropping out of school, and poverty. Teenage childbearing is also expensive. In 1988 alone, U.S. taxpayers spent almost $20 billion to support families started when the mother was a teenager.

There Are More Than One Million Adolescent Pregnancies Each Year

- More than one million teenage girls become pregnant in the United States each year. That's one out of every ten girls under the age of 20.
- There were 472,623 births to teenagers in 1987. Two percent of these were to teens ages 14 and younger, 37 percent were to girls 15 to 17 years old, and 61 percent were to girls 18 to 19 years old.
- Approximately 13 percent of all teenage pregnancies end in miscarriage or stillbirth.
- 30 percent of teenagers who first give birth at age 16 or younger have a second child within 2 years, compared with 14 percent of women who wait at least until age 22 to have their first child.
- 18 percent of teenagers who gave birth in 1987 gave birth to their second child; 3 percent gave birth to their third.

Pregnant and Parenting Teens Face Health Risks, Academic Failure, and Poverty

- During pregnancy, teenagers are at a much higher risk of suffering from serious medical complications, including anemia, pregnancy-induced hypertension (toxemia), cervical trauma, and premature delivery.
- The maternal mortality rate for mothers under age 15 is 60 percent greater than for women in their twenties.
- Although prenatal care would help teens to have pregnancy outcomes comparable to those of women in their twenties, teens delay seeking prenatal care if they seek it at all. 46 percent of teenage mothers do not receive prenatal care during their first trimester, 9 percent do not receive care until their third trimester, and 4 percent do not receive prenatal care at all.
- Infants whose mothers received no prenatal care are 40 times more likely to die during the neonatal stage than infants born to women who received adequate prenatal care.
- Teenage girls who give birth are less likely to ever complete a high school education than their nonparenting peers. At least 40,000 teenage girls drop out of school each year because of pregnancy.
- Only 39 percent of teen fathers receive high school certification by age 20, compared with 86 percent of males who postpone parenting.
- 64 percent of births to teenagers in 1987 were to unmarried teens. Among all women, only 18 percent of unmarried mothers have court orders to receive child support from their children's fathers, compared with ' 4 percent of mothers who have been married.
- At least 60 percent of teenage marriages end in divorce within the first five years.
- Teenage mothers earn about half the lifetime income of women who first give birth in their twenties.
- 70 percent of families maintained by women under age 25 were living below the poverty level in 1987.
- In 1988 alone, the U.S. spent $1,983 billion on Aid to Families With Dependent Children (AFDC), Medicaid, and Food Stamp payments to families started when the mother was a teenager. Over half the AFDC payments go to support families begun when the mother was a teenager.

Source: The Center for Population Options, 1025 Vermont Avenue, N. W., Suite 210 Washington, D.C. 20005

PARENTING AND LIFE PLANS

Complete the following sentences to show goals you would like to accomplish. Use the first thoughts that come to you.

_____ I would like to finish…

_____ By the end of the year, I want to…

_____When I graduate, I would like to…

_____ I would like to have enough money to…

_____ The trait I want to change most about myself is…

_____ The kind of career I would like to have is…

_____ I would like to be the kind of friend who…

_____ One thing I would really like to try is…

____ Someplace I'd really like to go is…

_____ One of my good qualities I would like to develop further is…

Now put a P in the blank before each goal that would be affected by becoming a parent.

_____ Total number of goals affected by parenthood at this time

Source: *West Virginia Parenting Education Curriculum* Charleston, West Virginia: Department of Education, 1990.